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ABSTRACT

The eight papers in this collection were presented at the Nebraska Library Association College and University Section spring 1991 meeting. Key note speaker Bill Kloefkorn presented poems and stories as an "essay" on literacy and today's college students. (This presentation is not included in the proceedings.) In the selected paper for the morning session, "Preservation Literacy: Needs and Solutions in Nebraska," Katherine Walter reviewed the progress that has been made in creating a state-wide plan for preservation in Nebraska. Seven other papers were presented during the afternoon session: (1) "Extending the Academic Library: Outreach to School and Community" (Janet Brumm, Sue Buryanek, Kathleen Tooker); (2) "Information Literacy and Education Students: The Planning Stage at Kearney State College" (Janet Wilke); (3) "Libraries and Sick Building Syndrome: Can Anything Be Done?" (Carole Larson); (4) "Library Services for Off-Campus Students" (Peggy Brooks Smith); (5) "The S.D.I. Imperative: Service in a Technologically Limited Environment" (B. C. Wehrman); (6) "Bibliographic Instruction: A Waste of Time?" (Janet Lu); and (7) "Trends in Education" (Carla Rosenquist-Buhler). Topics addressed by these papers include ways in which colleges in the state are providing services to the various off-campus classes to high school students; changes in education that affect the roles of libraries; programs for including library instruction in the curriculum in a meaningful way; and current awareness services used to help faculty stay current in their own fields. (MAB)

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INFORMATION LITERACY:

NEBRASKA RESPONDS

1991 SPRING MEETING

PROCEEDINGS

NEBRASKA LIBRARY ASSOCIATION

COLLEGE AND UNIVERSITY SECTION

NEBRASKA WESLEYAN UNIVERSITY

LINCOLN, NEBRASKA

MAY 17, 1991

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Joan Giesecke
Editor

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NEBRASKA LIBRARY ASSOCIATION

COLLEGE AND UNIVERSITY SECTION

INTRODUCTION

The theme "Information Literacy: Nebraska Responds" provided the basis for a diverse set of papers presented at the Nebraska Library Association College and University Section Spring meeting, May 17, 1991. The key note speaker, Bill Kloefkorn, Nebraska State Poet, delighted the group with his poems and stories as an "essay" on literacy and today's college students. He noted that students need to integrate information resources with their own experiences in order to become good writers. That is, we need to be self-literate as well as information literate, valuing both information resources and one's own experiences. Bill described his childhood in a small town in Kansas noting that his major reading materials included the Sears' Catalog, Batman and Robin comic books, the King James Version of the Bible, and The Lincoln Library of Essential Information. This small, but varied, set of materials along with his experiences in Kansas have provided Bill with a colorful foundation for his poetry.

The selected paper for this session, entitled "Preservation Literacy: Needs and Solutions in Nebraska" was a review of the progress that has been made in creating a state-wide plan in Nebraska for preservation. The goal of the project is to improve housing and care of collections, to preserve key collections in Nebraska, to raise public awareness and to increase our own "preservation literacy" so that we can work effectively on these complex issues.

The afternoon session included 7 papers covering such topics as information literacy and education students, trends in education, library services for off-campus students, bibliographic instruction, and sick building syndrome. Presenters described the ways in which colleges in the state are providing services to the various off-campus populations including a range of clients from off-campus classes to high school students. Others reviewed the changes in education that affect our roles, described programs for including library instruction in the curriculum in a meaningful way, and described current awareness services used to help faculty stay current in their own fields.

The Executive Board for the College and University Section would like to thank Nebraska Wesleyan University for hosting this year's conference and to thank all who helped to make this conference a success.

Joan Giesecke, May, 1990

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Preservation Literacy: Needs and Solutions In Nebraska

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ABSTRACT

Preservation literacy is becoming crucial as Nebraska's collections age and as the body of Nebraska's written heritage grows. Preservation needs in the state have been identified by surveying libraries, historical societies, museums and records offices. Based on these surveys and on a National Endowment for the Humanities (NEH) funded State Preservation Planning Project, solutions to shared preservation problems are being proposed. Goals are to improve housing and care of collections, to preserve key collections in Nebraska, to raise public awareness, and to provide a coordinated preservation program for state repositories.

Preservation literature is ripe with articles about the loss of our cultural heritage and the quiet death of history. An example of this poignant language appears in the Association for Research Libraries Minutes of the 111th Meeting, where Librarian of Congress James Billington writes about "The Moral Imperative of Conservation". (1) The paper describes ways in which preservation is particularly important in the United States. According to Billington, as a young country focussed as we are upon the present rather than the past, preservation of our history is one of the few

ways in which we may stave off barbarism. (2) He states at one point "We must remain at the forefront of the struggle to preserve memory lest we join the ranks of those who live off the laurels of the past rather than its cumulative wisdom. If free people do not preserve and celebrate humanity's memory, others may end up limiting and controlling it". (3)

Though this is highly dramatic language, there is indeed a crisis. As the 21st century approaches in Nebraska, librarians, archivists and other professionals responsible for protecting the state's written heritage are finding a preservation crisis. This becomes apparent in the day-to-day experiences of librarians when patrons bring damaged volumes to circulation points. It becomes apparent as materials are photocopied for interlibrary loan, and book spines crack. It becomes apparent as collections are shelved or inventoried.

Throughout the state, and indeed the world, there are now more books than ever that fall from their covers because of inferior publisher bindings. There are more books and papers that crumble because the paper is acidic than at any other time in our history. There are volumes that can no longer be rebound, and last copies of important historical papers that can no

longer be touched because they are disintegrating in uncontrolled environments. And finally, there are simply more books and documents than ever before, which implies that these problems will not simply disappear. (4)

When we see these conditions, librarians don't say "Ah ha! Here is yet more evidence of Nebraska's preservation crisis." We say, "Gee this book is in bad shape. I wonder if it's still in print, and if I can get another copy", or we say "let's send this for rebinding", or we say "this volume needs to be weeded". But in fact, we are witnessing the deterioration of Nebraska's written heritage. Everyday in Nebraska's libraries, choices are being made for treatment, for benign neglect, and for weeding. Often choices are made by instinct or tradition rather than as informed decisions. We need to move from looking at problem volumes as isolated events to seeing them as conditions of a broader dilemma.

This broader dilemma has part of its roots in the nineteenth century. In the mid-1800s, papermaking adopted new processes, introducing alum rosin sizing into paper production. This and the trend of using groundwood pulp resulted in papers that are acidic, and which self-destruct in 50-80 years. (5) Since Nebraska

became a state during the second half of the nineteenth century, most of our written history has been produced on acidic paper.

DEFINITIONS

The Webster's New World Dictionary of the American Language, 2nd edition defines "literacy" as "the state or quality of being literate; ability to read and write". The phrase "preservation literacy" then might be defined as "the state or quality of being aware of preservation issues, concerns and solutions; the ability to recognize and apply appropriate measures to preserve collections". To illustrate this in a way that I hope will not be too oblique, I have borrowed a model from management literature and adapted it to apply to preservation literacy.

Gregory D. May and Michael J. Kruger present a "process paradigm for learning managerial mastery" in an article by entitled "The Manager Within". (6) In this paradigm, there are four stages in which one passes to reach mastery. The first stage is "unconscious incompetence". This is a stage of mediocrity, in which the individual is satisfied with the status quo and operates from opinions and beliefs. The individual must move from this stage to the next

one, "conscious incompetence", in which there is awareness of self-deficiencies, in order to shift from a perspective of reaction to one of proaction. Once this later transformation occurs, the individual moves to a third stage--"conscious competence". In this stage the individual commits oneself to being effective and is empowered to act. The fourth stage, "unconscious competence", is where the individual has managerial mastery. (7)

Adapting this, we might propose that Nebraska's collections caretakers need to progress through similar stages, moving from a state of preservation illiteracy to a mastery of preservation literacy. In a preservation literacy paradigm, the first stage of "unconscious incompetence" can be described thus: the librarian is satisfied with the current condition of collections, and believes that preservation is not applicable to his/her collection. This individual confuses preservation with conservation, and feels that nothing in his/her collection is really valuable enough to preserve--failing to look at the collection as an investment by an institution that needs to be protected.

In the second stage on the road to preservation literacy, conscious incompetence, the librarian

realizes that the collection needs to be preserved, and begins to gather preservation facts related to specific individual preservation problems. As facts are received, the librarian begins to treat individual items or to cope with the specific situation that prompted initial interest. In doing so, the librarian realizes the potential for establishing a preservation program within the library.

In the third stage of preservation literacy, conscious competence, the librarian begins to establish preservation policies for the whole collection. The librarian moves from a crisis perspective to one in which planning takes precedence.

In the final stage, unconscious competence, the librarian masters preservation literacy. Established preservation policies are operating smoothly, and preservation is taken for granted to be part of collection management.

How can we in Nebraska begin to move from preservation illiteracy towards preservation literacy? By looking at history, we may be able to see the future.

A BRIEF HISTORY

In 1987, the Director of the Nebraska State Historical Society, James Hanson, contacted Nebraska Library Commission (NLC) Director John Kopischke and the Dean of the University Libraries at the University of Nebraska-Lincoln (UNL), Kent Hendrickson to propose that monies donated to the Society be used to construct a conservation center in Omaha. He asked them whether libraries in Nebraska would be interested in using the center, and if so, how. As a result, staff members Jacqueline Mundell (NLC) and Katherine Walter (UNL) were asked to gather the necessary information.

A survey was quickly distributed to a sampling of libraries in the state. Most respondents indicated preservation education was their primary need. Book repair and preservation microfilming were also considered high priorities. To a large extent these needs were outside the scope of the conservation center being proposed, but were perceived by the Commission and the University Libraries to be complementary to such a center.

As a result of this initial survey, the Commission and the University Libraries, UNL sought key agencies in the state that seemed to have similar concerns, and formed the Nebraska Documents Preservation Advisory

Council in 1988. The other members of the Council at that time included the Nebraska Records Management Division of the Secretary of State's Office; the State Archives; NEBASE; the State Historical Society; the Nebraska Literary Heritage Association; the Nebraska Library Association; the Nebraska Conservation Committee; PICKLE; and the Nebraska Library Systems. Since then, the Council has expanded to include the Nebraska Humanities Council and the Nebraska Museums Association. An invitation has also been extended to the Nebraska Association of County Officials.

To a large extent, the group began as an information sharing body. Gradually, however, as representatives of these diverse groups met, similar concerns were raised time and again. Based on these concerns, a number of projects were undertaken. First, a 1980 survey on disaster preparedness was updated, and distributed to libraries throughout the state, to determine what progress had been made. Second, the Council began to raise the consciousness of key state agencies about the importance of alkaline paper, and began to seek a sponsor for an alkaline paper bill at the state level. Third, the Council offered workshops on preservation at Nebraska Library Association conferences. Through the Nebraska Library Commission

representative, the Council recommended additional audio-visual programs on preservation for NLC's AV Loan Program. And, last, but not least, the Council began to pursue funding to develop a state preservation plan.

Funding came in July 1990, from the National Endowment for the Humanities (NEH) Office of Preservation. The Nebraska Library Commission served as the designated lead institution in the state, and the Nebraska Documents Preservation Advisory Council functioned as the board. The grant was particularly exciting because Nebraska, Massachusetts and North Carolina were the first states to receive grants for state preservation planning from NEH.

The grant project for Nebraska offered the opportunity to survey populations not reached in previous efforts (e.g. museums and public records offices). Lisa Fox, a nationally-recognized preservationist from SOLINET, Inc., was hired as consultant for the project. To assist in planning, delegates from a variety of different types of repositories were brought together at two conferences to discuss needs and solutions. Publication of an action agenda based on the surveys and the discussions is the final phase of the grant project. Publication will occur in Summer 1991.

WHAT THE SURVEYS FOUND

The 1987 survey sampled 12% of the 464 public, academic and special/institutional libraries in Nebraska. Services requested by library directors included: educational materials/workshops (71%); book repairs or referrals to conservators (55%); and, preservation microfilming (49%). Other categories chosen included: deacidification (42%); disaster assistance (37%); encapsulation services (33%); disaster preparedness training (28%); reformatting to optical disk (22%); and, art conservation (15%).

Some memorable quotes from the surveys were these:

"We are sadly lacking in a disaster plan, what to do and how. The intentions... are good, but we need some leadership to get us started".

"A few staff members have some knowledge and training, but not sufficient to really organize or implement an ongoing program".

"We have old materials that should be taken care of but it will be a new project and we have a lot to learn as to how to proceed".

"We feel that our library's most pressing preservation needs are a general awareness of preservation concerns, more training in proper book repair, and development of a disaster preparedness plan".

and, "The Board felt that at this time, there was nothing they could think of to preserve".

In 1980, a survey of libraries revealed that only 6 libraries in the state had disaster plans. In 1988,

the Commission, the UNL Libraries and the Nebraska State Historical Society conducted a follow-up survey of libraries and county historical societies to see how many had developed disaster preparedness plans for collections in the meantime. Nebraska Preservation Newsletter, v. 6, no. (Fall 1988) reported that 20 of the 271 responding institutions indicated that they had plans. (8) The twenty institutions included two academic libraries, three public libraries, ten special/institutional libraries, two law libraries and three county historical societies. Later, one of the public libraries called to say that they didn't have a disaster plan after all. The plans in law libraries and most of the special/institutional libraries turned out to be written measures for evacuating people rather than for saving collections.

Surveys of museums and public records offices in Nebraska were mailed in September 1990 as part of the statewide preservation planning grant project. These surveys focused on environmental conditions, storage and handling practices. Responses were discouraging. For example, one museum reported its average temperature in summer as "80-90 degrees" and the average winter temps as "whatever the outside temperature is". One public records office reported

its average summertime temperature as 100 degrees. A number of respondents indicated that though their facilities had a heating ventilation and air conditioning system, the HVAC was turned off part of the time. Optimum temperature for composite collections is a constant 68 degrees Fahrenheit, plus or minus 2 degrees, according to the National Archives of the United States. (9)

45-50% relative humidity for composite collections is recommended by the National Archives. (10) As a further illustration of the environmental problem in collections-holding agencies, 55% of the museums and 79% of the public records offices in Nebraska lacked any humidity controls at all. (11)

Results relating to fire protection and disaster preparedness were also disheartening. When asked what kind of fire detection/suppression system public records offices had near records, the category with the most responses was "none" (47%). 11 reported that they had fire extinguishers. 3 reported having smoke alarms. Museums also fared badly on this question. 61% reported having no fire suppression systems. In spite of these figures, very few institutions reported having disaster plans--13% of the museums and 6% of the clerks offices. (12)

SOLUTIONS

Survey results were provided to 42 delegates who gathered in Lincoln, Nebraska for the First Nebraska Statewide Preservation Planning Conference, October 3-5, 1990. Delegates represented many institutions or organizations with responsibility for paper collections. Among them were librarians from academic, special and public libraries, records managers from the public and private sectors, elected officials, archivists, museum and historical society directors, historians and binders. As might be expected, the survey results confirmed the fears of many of the participants. Discussions over the course of two days were free ranging, and yet the amount of consensus reached was gratifying.

Delegates felt strongly that a centralized preservation program serving all types of records repositories was the single most important need. They advocated a "Preservation Coordinator" to provide educational programs, as well as information and referral services. Gradually, a "State Office of Preservation" was envisioned, with field services and coordination of preservation projects identified as roles for this office. Delegates decided that the coordinator's position could be in any agency with a

state-wide mission as long as the director of the agency had a commitment to serving all types of repositories.

As might be expected, improving housing and care for all documentary collections was a high priority. Preservation education programs were considered vital. Delegates concluded that housing and care of collections in Nebraska were unintentionally bad. Librarians, archivists, public records office staff and museums curators were seen as well-meaning, but uninformed. Many ways of distributing preservation information were discussed, such as presenting programs on preservation topics at professional conferences. One of the more innovative suggestions was to investigate the possibility of using the NEB SAT connections on the UNL campus to deliver preservation programs via satellite to remote sites. Creating model curricula for workshops on "care and handling", "commercial binding", "holdings maintenance" and "book repair" was suggested as well.

Identifying key collections to preserve was another concern of delegates. Collection analysis efforts were seen as important initial steps in this process. "Last copy" alerts were advocated by some. There was considerable concern about providing quality

reformatting services in Nebraska for collections deemed important. For example, an expanded role for the Nebraska Records Management Division in providing preservation microfilming services for municipalities was proposed as one antidote to poor quality microfilming from commercial enterprises in the state.

Many legislative initiatives were suggested. These ranged from seeking alkaline paper legislation for state and local government agencies to lobbying for legislation that would authorize county records offices to levy a service fee, to be used for care and handling of the records. Candid assessments of the economic environment in the state helped ground the discussion in reality, as did a presentation entitled "The Legislative Process: How to Make it Work for You" by State Senator LaVon K. Crosby, District 29.

In order to be effective in lobbying, it was suggested that building a strong base of public awareness of preservation problems would be necessary. Public services announcements, preservation publicity packets and speakers bureaus were all touted. Delegates even suggested that special efforts be made to reach out to grade school children, on the theory that kids teach their parents, and that children grow up to be voters.

Many ideas with great potential were raised, and by the end of the first conference, there was a great deal of excitement about the project. A draft action agenda based on the discussions was prepared by the consultant over the winter months, and became the center-piece of the second statewide preservation planning conference in February. Delegates returned to look at their thoughts on paper, and spent a long, but productive day criticizing, reconstructing and lauding the state plan. As mentioned earlier, the revised document, entitled "A Preservation Action Agenda for Nebraska," is soon to be published, and will be available this summer.

CURRENT INITIATIVES

The action plan calls for the continued existence of an expanded Nebraska Documents Preservation Advisory Council. In fact, in the plan, the council is called to coordinate preservation activities until a state coordinator position is secured. This is not anticipated before 1996 due to the timing of Nebraska's biennial budget cycles.

As the challenge of implementing the state preservation plan begins, the Council has had recent cause to celebrate. At the behest of the Council,

Senator Crosby introduced Legislative Resolution 45, a resolution calling for the use of alkaline permanent paper in state and local governments. It was unanimously approved by the Legislature on 11 March 1991.

Strategies for educating librarians and other professionals are described as ongoing in the plan. A number of them are already happening or will be happening in the next year:

1. The Nebraska Library Commission's Audiovisual Loan Program now offers videos and slide/tape shows on a wide range of preservation topics. Subjects include brittle paper, disaster preparedness, basic conservation procedures, care and handling, and more advanced conservation techniques. These are available to libraries and other interested organizations or institutions.

2. The Nebraska Library Commission has begun printing articles on preservation in Overtones on a quarterly basis. The first one appeared in the January/February 1991 issue.

3. Nebraska Preservation Newsletter articles are shared with other newsletter editors, and are being picked up by non-library audiences such as AIIM and ARMA chapters in Nebraska.

4. Nebraska Documents Preservation Advisory Council is collecting informational materials (such as flyers and handouts) on preservation, which are distributed as needed when libraries or other agencies call with questions. The Nebraska State Historical Society's paper conservator, Cathy Atwood, is a key resource person for the Council and for the Nebraska preservation community at large.

5. The University Libraries, UNL has agreed to start a cooperative buying program to provide preservationally-sound supplies at a reduced price. A number of models are being considered.

CHALLENGES

"The Board feels that at this time, there is nothing that they could think of to preserve".
-Anonymous

In many ways this quote is very humbling. It symbolizes the challenges that preservation educators must overcome to reach the preservationally illiterate, the unconsciously incompetent. In Nebraska, a young state with fewer written treasures of the past than states in the original colonies, the importance of preservation seems remote. It becomes understandable when it is seen as part of the commonplace world of collection management. A good illustration of this is a library's binding program. Librarians throughout Nebraska send materials to commercial binderies, and yet few of them think that binding is a preservation activity. In fact, it is the biggest ticket preservation activity of most research libraries.

The state preservation action agenda lays a foundation upon which preservation literacy in Nebraska can be built. Opportunities to learn will be abundant as the strategies in the document are implemented, but we must learn to apply our knowledge. We must recognize the gravity of the situation and consciously choose to make preservation an integral part of our library programs. To use the words of James Billington, we must adopt the "moral imperative" of preservation. (13)

FOOTNOTES

1. James H. Billington, "The Moral Imperative of Conservation", Association of Research Libraries. Minutes of the 111th Meeting, Washington, D.C.: Association of Research Libraries, 1988, pp.5-12.

2. Ibid., p. 8.

3. Ibid., p.12.

4. There are many articles on preservation that refer to these problems. Two articles I recommend are: Jan Merrill-Oldham, "Preservation in Research Libraries, a New Approach to Caretaking", New Library Scene, v. 5, no. 6, Dec 1986, p.1+; and, Carolyn Clark Morrow, "Preservation Comes of Age", Bowker Annual of Library and Book Trade Information, 34th ed., 1989/90, pp.71-76.

5. Chandru J. Shahani and William K. Wilson, "Preservation of Libraries and Archives", American Scientist, v. 75 (May-June 1987), pp. 240-242.

6. Gregory D. May and Michael J. Kruger, "The Manager Within", Personnel Journal, v. 67 (Feb 1988), pp. 57-65.

7. Ibid., p.61.

8. Katherine L. Walter, "Disaster Preparedness in Nebraska Libraries and County Historical Societies", Nebraska Preservation Newsletter, v. 6, no. 4 (Fall 1988), pp.1-2.

9. Lecture by Mary Lynn Ritzenthaler, Supervisory Conservator, NARA at the National Archives Preservation Institute, San Bruno, CA, Nov. 1, 1990. ANSI standards for environmental conditions are currently being drafted.

10. Ibid.

11. Nebraska Documents Preservation Advisory Council, A Preservation Action Agenda for Nebraska, draft 01/29/91, p. 7.

12. Ibid., p. 7.

13. Op cit., Billington, pp. 5-12.

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EXTENDING THE ACADEMIC LIBRARY: OUTREACH TO SCHOOL AND COMMUNITY

Janet Brumm, Sue Buryanek and Kathleen Tooker

U.S. Conn Library

Wayne State College

Wayne, Nebraska

ABSTRACT

Tracing the history of "outreach" through library literature, the term is seldom used, but rather "library extension" which centers on traditional library services. Academic libraries write mission statements echoing the mission of the parent institution which provides services for students and faculty. The Wayne State College Library expanded their mission to include the northeast Nebraska region by initiating three unique outreach programs. PAWS (Periodical Access Wayne State) was begun to provide information not readily accessible in small schools and public libraries by providing photocopies of any periodical article in the library collection. The success of this program led to the implementation of book loans to schools and customized tours with bibliographic instruction for area high school students. These programs have received a favorable response from the community. They could serve as models for other educational institutions. Academic librarians however, question if this is the role of tax-supported libraries.

The American Library Association (1990) defines information literacy as "the ability to find, evaluate, and use information effectively in personal and professional lives". The definition of information literacy continues to evolve as the informational needs of society changes. Libraries contribute to information literacy by developing programs to meet the needs of those who approach the library and by reaching out to those who do not come to the library. Academic libraries traditionally confine their service to those who approach the library, usually faculty and students.

OUTREACH DEVELOPMENT

In the early 1960s, the question of tax-supported college and university libraries providing services to the general community became a controversial issue. Donald T. Smith (1962), Boston University Library, answered the question of whether or not academic libraries should offer services to its alumni and the general public with a qualified "yes." "The academic library should give as much service (quantity), and the best service (quality), in as many ways (variety) to as many persons (universal service) as possible, contingent with precedence as required by the educational purposes of the parent institution and financial responsibility." This point of view was not shared by all academic librarians. One academic librarian reported that high school students disrupted the library environment with noise and inappropriate dress (Craig & Perrin 1962). However despite this viewpoint, "Services to the community" first appears as a subheading under "College and Universities" in the 1967-69 volume of Library Literature.

The first national survey of community use of academic libraries was conducted by the College Library Section of the ACRL in 1965 to determine if academic libraries which accept federal and state dollars can deny access to a taxpayer. The survey revealed that academic libraries are fairly liberal with 94 per cent of the 783 libraries permitting to a degree some in-building use of the library materials by community patrons. However, an article in Library Trends by E.J. Josey (1969) expressed concern on how to ensure access to library materials and at the same time protect the college library's primary clientele--its faculty and students.

Conflict between the academic library's mission and the services citizens expected from them were evident in the 1970s. The development of a circulation policy and the issuing of community borrowers cards were about as far as library outreach extended. Tolliver (1976) summed it up with the statement, "overall, few academic libraries engaged in promotional efforts to attract 'outside' citizens."

With the information explosion, the 1980s saw a demand for extended community services. The official position of ACRL was reflected in the President's Report of 1982-83.

> The final academic librarianship value drawn from the tradition of higher education which I will discuss is service. When coupled with our belief in access to information, this value compels us to extend our libraries into the communities in which our college and universities are located (Stoffle 1983).

Fifteen years after the ACRL survey the Library Association of the City University of New York (LA CUNY) and the State (SUNY) found an awareness of the political significance of the tax-support for community use of public academic libraries. A number of libraries surveyed reported on

special outreach programs and services for their community (Judd & Sheele 1984). Fitchburg State College (Mass.) is an example of a tax-supported institution that has established a tradition of community access to library resources. In 1982, 54 per cent of the total college budget was funded by state taxes, including the library. In response to this, the library began a service of community access to encourage closer relationships with alumni and the business community. This service provided access to selected users within the community but did not extend access to every taxpayer (Cone 1982).

The 1980s also saw a change in the climate regarding outreach to schools with the establishment of school and college partnerships. A team of librarians in Oklahoma developed the Chickasha Cooperative Bibliographic Instruction Project. They found that the benefits from public, school, and university library cooperation enabled students to gain an increased understanding of library use and resources, while the libraries benefited from increased communication among themselves and greater public visability (Kemp 1986). Mary Ann Barton (1986), librarian at Moorhead State University (Minn.) described their cooperative project. The project grew from the recommendations made to classroom teachers by Ernest Boyer, 1983 president of the Carnegie Foundation for the Advancement of Teaching. He recommended that educators "smooth the transition from school to adult life... by making available to students new learning places both on and off campus... excellence in education is possible only when connections are made with higher education and with the corporate world" Barton arranged for high school teachers and university librarians to work

together to implement Boyer's recommendations to create a successful outreach program.

Through this review of the literature, one recognizes the growing trend for publicly funded libraries to provide library services through outreach programs to the community. However, the services offerred have been on a passive to reactive level with little or no effort to assess the needs of the community as a whole. In their paper "To Serve The Unserved: Social Responsibility in the Academy", Renee Rude and Robert Hauptman (1990) propose consideration of the information needs of the general community. They cite Herbert Achleitner who wrote, "continually assessing community needs, and evaluating the degree to which library resources meet these needs on the most cost-effective basis allows librarians to become dynamic and community focused."

A MODEL FOR OUTREACH

In researching the origin of state colleges and universities in the United States, one finds that they developed in response to the needs of the community. For example, in Nebraska the present state college system developed from the acquisition of religious, agricultural, land-grant, and normal schools established by individual communities. The Nebraska Normal School at Wayne, was founded in 1910 to serve the educational needs of the Northeast region. Though the name has been changed to Wayne State College, its commitment to the people living in the region

remains the same. Dr. Donald J. Mash (1987), current Wayne State College President, perpetuated the institutional mission in his inaugural address:

> "Wayne State College is striving to be a center, a focal point, a catalyst, in Northeast Nebraska, not only for education, but for the art, cultural activities, and community and economic development ...We're going to do it by reaching out to the communities in our region...We will help them develop their leadership and their agendas to address their problems...In all that we do, we will not forget that Wayne State College is not the end product--our students are, our region is."

At Wayne State College the U.S. Conn Library Policy Manual (1989) contains the formal statement of support for the institutional mission. In addition to serving the informational needs of the college faculty and students, the library's mission includes service to other northeast Nebraska libraries and citizens. Building upon the mission statements the library director, Dr. Jack Middendorf, through contacts with school and public librarians in the area recognized, assessed, and initiated outreach programs to address the unique needs of rural communities. Outreach has been developed on an assertive level through three unique programs--Periodical Access Wayne State (PAWS), customized academic library tours, and Loans To Schools (LOTS).

PERIODICAL ACCESS WAYNE STATE (PAWS)

Northeast Nebraska is a rural area; only two communities have populations over 10,000. Access to information is difficult for citizens to obtain as their libraries cannot afford to subscribe to all the periodicals

required to meet information needs. Assessing and responding to this need, the U.S. Conn Library at Wayne State College in cooperation with theNortheast Library System established PAWS (Periodical Access Wayne State). PAWS is a contractual service endorsed by both the college president and the system administrator. The Northeast System supports it financially and individual libraries are assessed a fee for each request, so PAWS is self-supporting.

PAWS provides photocopied articles indexed in the Reader's Guide to Periodical Literature (unabridged) and from the college's periodical holdings. Instead of having 25-100 periodicals available, the 200 school, public, academic, and special libraries in the system now have over 1,000. The number of periodicals available is not the only advantage. Quick access is also a consideration. Libraries can call on a toll-free telephone line and if the request is received before noon, the photocopy is mailed the same day. The majority of requests receive next-day service. Mail requests are also accepted. Area citizens are kept informed of the service through promotions by their public library and news releases placed in local newspapers.

Since inception in 1986, PAWS has sent over 7,000 articles to libraries. In a survey of the libraries served in 1990, the service was rated excellent by almost 90 per cent of the responding libraries.

ACADEMIC LIBRARY TOURS

Access to materials through PAWS introduced students to the idea that information is available beyond their school library walls. Instructional

tours of the college library broadened this concept even more. Students discovered that they had access to information beyond their school building, their town, and even beyond the state through the cooperation of librarians and various types of libraries.

In 1988-1989 113 tours were given to 2,618 students. Tours are available for all grades, however the majority are given to high school students. Instructional tours at Wayne State College are more than a walk through the building. Tours include bibliographic instruction and time to use library resources. Emphasis is placed on critical thinking as it relates to the search process (to refine or narrow a topic, and to develop an organized search strategy), and to the use of information (evaluation of their reading and the development of their own position on an issue). They can be customized to reinforce classroom instruction, to teach new concepts, and to provide exposure to new technologies for accessing and utilizing information. The goal of the tour program is to help students become information literate.

LOANS TO SCHOOLS (LOTS)

Access to the library's book collection has been available to community residents through community borrower's cards for a number of years. This access has been extended to area high school students. Loans to Schools (LOTS) grew out of the PAWS and customized bibliographic instruction programs. While students toured the library, they often found resources they could use for term papers. The next step was allowing

students to select books from the general collection for extended use outside the academic library. A signed agreement from the school acknowledges the school's responsibility for the books which are loaned. In the 1989-1990 school year over 1,000 books were loaned to area schools through this program.

CONCLUSION

In a rural area information expectations are often low. Information needs are often unrecognized and unfulfilled. The academic library needs to become proactive in order to address the information literacy needs of community users. The Wayne State College outreach program serves as a model of proactive service since it was developed by actively assessing informational needs and designing programs to address them. The programs at U.S. Conn Library have been successful because the college administration and the library staff are committed to developing services that are consistent with the mission of outreach to the region.

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INFORMATION LITERACY AND EDUCATION STUDENTS: THE PLANNING STAGE AT KEARNEY STATE COLLEGE

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ABSTRACT

College librarians and School of Education faculty are working together to incorporate information literacy into the education program at Kearney State College. This paper will provide background on information literacy and describe the strategy used to begin the process. Included will be discussion of the development of information literacy goals and objectives for education students at K.S.C. The paper will also describe a survey on information literacy sent to all education-related faculty and all students in Professional Teacher Education 464 -- the final class taken prior to student teaching. Preliminary results of the survey and strategies for the future will be presented.

INTRODUCTION

Information literacy is defined as the ability to recognize when information is needed, and find, evaluate, and use it effectively. This concept has added a new dimension to the familiar discussion of bibliographic instruction in academic libraries. No where is this more evident than for librarians working with faculty and students in teacher education programs. As stated a decade ago in the Association for College and Research Libraries', "Bibliographic Competencies for Education Students," "students in education need an increasingly sophisticated knowledge of library resources in order to access information in their disciplines." (1) Frances Jacobson took this a step further when she said that when they become school teachers, they must "have the skills needed for effective incorporation of information literacy instruction into the elementary and secondary curriculum." (2)

Although always true, these parallel needs are especially pertinent today as information expands at an unprecedented rate and rapid strides are being made in the technology for storing, organizing, and accessing

information. Clearly, education students carry a vital, dual responsibility. They must develop the array of practical skills needed to be information literate individuals. Further, as future teachers, they must recognize and understand their partnership with the school library media specialist in passing these skills along to their own students. Among all college and university graduates, it is the future classroom teacher who holds the key to breaking the continuing cycle of information illiteracy.

BIBLIOGRAPHIC INSTRUCTION FOR EDUCATION STUDENTS AT KEARNEY STATE COLLEGE

A review of Calvin T. Ryan Library's bibliographic instruction program specific to education students at K.S.C. reveals a scattered approach, which touches some students repeatedly, while missing others completely. As with most bibliographic instruction, the program is dependent upon the interest of the teaching faculty member. As faculty leave and retire valuable working relationships may be lost. The addition of new units to crowded course syllabi, may result in trimming other activities and the library-related component may be deleted. Further, it is often difficult for the librarian to reach all sections of an appropriate

course. Various faculty may teach the same course by strikingly different methods or they may not be persuaded of the value of even a superficial overview of information literacy skills for their students. As a result, some students receive an introduction to the library and related information literacy skills, while others, at the same point in their program, do not.

For the students in classes that do receive library instruction, the usual one-session lecture/tour method must, necessarily, skim over some resources more properly handled by in-depth coverage. Seldom is time available for hands-on access to provide familiarity with a variety of formats, and to teach critical evaluation. In addition, research has indicated students remember approximately forty percent of what they hear in a lecture, and much of that for only a short time. In many cases, senior students, enrolled in their discipline-specific education methods course and only weeks from the student teaching experience, have superficial, or possibly, no knowledge, of basic education-related resources such as the Educational Resources Information Center (ERIC). They have no concrete ideas on how they will keep current in their discipline once they leave college. The concept of developing information literacy skills in students they

will soon be teaching has never been addressed.

Based on several semesters of working with this situation as curriculum librarian at K.S.C. and similar experiences as a university level education subject specialist, it was apparent to the author that efforts needed to be focused on a coordinated program. Acquisition of skills requires the mastering of basic concepts, then practicing their application in tasks that are progressively more difficult. With that in mind, the ideal program would be built into the content of specific courses, and touch all students at appropriate times in the educational sequence.

BACKGROUND ON INFORMATION LITERACY

A wide variety of events and trends at Kearney State, in education, and in the library world, coincide to make this an opportune time to pursue an information literacy proposal with the School of Education.

Changes at K.S.C. are numerous. Some are actual, others only rumored, and in many cases they are well documented. The move into the University of Nebraska System in July 1991 may, at some point, provide individual colleges with autonomy over general education programs. The School of Education is evaluating and

rewriting its objectives. Other research projects and evaluations are taking place for numerous reasons, including an NCATE accreditation visit in the fall of 1992. At the library, CD-ROM indexes have added a new format to traditional reference services. An online catalog and its accompanying information access enhancements and challenges will soon appear.

The education world has been in virtual upheaval over the past decade. The various reports on educational reform almost universally call for developing higher level thinking and problem solving skills -- in both future teachers and in the students they will be teaching. (3)

In elementary and secondary education the watchwords "critical thinking," "activity-based," "whole language," and "hands-on approach," all point to resource-based teaching and learning. Teachers must be able to locate and use an expansive array of materials that go beyond the traditional textbook.

In the library world four events are of particular interest to this discussion of information literacy. Information Power: Guidelines for School Library Media Programs was published in 1988. Developed by the American Association of School Librarians, Information Power delineated an active curriculum role for school

media specialists. Three separate but overlapping responsibilities as information specialist, teacher, and instructional consultant define the media specialist as a partner with the classroom teacher. (4)

The second library event was the symposium, "Information Literacy and Education for the 21st Century: Toward an Agenda for Action," held in April 1989. The U.S. National Commission on Libraries and Information Science and the American Association of School Librarians invited representatives from leading organizations of America's teachers, educators, and librarians to discuss information literacy. The first of their final recommendations is titled, "Recommendations for change in the way teachers are educated." The finer points of the recommendation include some specifics:

> --Design teacher education programs -- both pre-service and in-service -- that are models of information literacy.
> --Encourage collaboration among teachers in the disciplines, school media people, and higher education institutions in order to support teamwork and integrated curricula in every school. Model this in teacher education, and reinforce it through in-service training. (5)

The third library event of note is "Final Report: American Library Association Presidential Committee on Information Literacy," published in January 1989. This

report discussed the importance of information literacy to American society as a whole, the opportunities available to develop information literacy, and the information age school. The committee also made several recommendations including: "Teacher education and performance expectations should be modified to include information literacy concerns." Elaboration of this recommendation describes the need of the teacher to be familiar with an expansive array of information resources. The recommendation concludes with the suggestion that exit requirements from teacher education programs include an information literacy component. The final part of the recommendation was that a portion of the student teaching practicum should include time with the school media specialist. (6)

The last library world event is A.C.R.L.'s declaration of information literacy as its theme for 1990/91. A.C.R.L. president Barbara Ford stated that information literacy was, "of importance to academic libraries as we prepare college and university populations to be efficient and effective information seekers and consumers." (7)

From school to academic librarians, information literacy is recognized as an important skill in our rapidly expanding and changing information environment.

No one person or profession can institute the changes needed to help direct education students toward information literacy. The time seems right for attempts at cooperative efforts.

INFORMATION LITERACY PROPOSAL AT KEARNEY STATE COLLEGE

With this as background, in May 1990 I met with the Chairman of the Department of Professional Teacher Education to explore the information literacy issue. I selected this particular department because it is responsible for the few courses common to all education majors, both elementary and secondary. PTE 200--Developmental Behavior, and PTE 300--Learning and Evaluation, are semester long courses usually taken at the sophomore or junior level. PTE 464--Contemporary Issues in Education, is a six-week course, taken just prior to student teaching. Also, and very importantly, I had worked with several faculty in the department on bibliographic instruction sessions. I was confident of their support should the issue come before the full department.

The department chairman was very interested and stated what I held only as a hoped for goal -- the possibility that the final objective might be inclusion

of information literacy in the appropriate course descriptions in the college catalog. He asked that I prepare a short written proposal that he would share with the members of the department. That proposal defined information literacy, outlined the need at K.S.C., and presented a possible strategy for how we might proceed on the issue. The proposal was then discussed at a full departmental meeting and enough interest shown that I was invited to the next meeting. At that time I elaborated on the proposal, and gave several examples from personal experience of information illiteracy on the part of education majors, graduate students in education, graduate assistants in the education department, and in-service teachers.

Several disparate points seemed to especially catch their attention:

> --We must be concerned with information literacy, not just learning to use a single library or certain resources, but the broader scope of information in an age of computer networks and resource sharing. I mentioned that, overall, the state of Nebraska is resource poor and our graduates must be familiar with, and confident in locating needed materials and information from a variety of sources.
> --During bibliographic instruction sessions, no matter what level the course, I can presume no level of library skills or information literacy. There is almost never an opportunity to get beyond the basics.
> --In response to the very real concern of how to add anything to an already overcrowded education program, I mentioned Doane College's "Packet System." This is an independent study approach to various education topics. The library is "Packet

#1." I had become familiar with the system during my years at the Doane College Library, at one time having contributed to the sections on Nebraska Documents and other resources. This was simply one suggestion but it seemed to introduce the possibility of a wide-range of solutions that might be explored.

Included with the original written proposal was a suggested strategy for how the School of Education and the library might proceed on information literacy. The strategy came from "Information Literacy, Learning Goals, and Objectives," by Jan Kennedy Olsen and Bill Coons. With a few minor changes the strategy includes:

1. Identifying the core elements of information literacy for education majors and organizing them into a cohesive curriculum.
2. Formulating specific pedagogical strategies and techniques for transferring information literacy concepts and skills to the education student.
3. Analyzing the education program to determine the most appropriate points for inserting information literacy as natural inclusions in established classes.
4. Implementing the curriculum and, if possible, extending it to the same population over an entire program to develop a level of literacy incrementally and in context with the broader education program.
5. Evaluating the program and making adjustments as needed. (8)

IDENTIFYING INFORMATION LITERACY GOALS AND OBJECTIVES FOR EDUCATION STUDENTS

After some discussion it was decided that a committee should be formed to start identifying the core

elements of information literacy for education students. Volunteers were sought for the committee and the resulting mix of people brought a variety of expertise to the group:

> --Al Clemmer of the Department of Educational Administration (he shares part-time duty in PTE) could provide the graduate program point of view.
> --Nan Thornton of PTE brought the experience of working to incorporate "computer literacy" into the undergraduate education program.
> --Valerie Malzacher, head of the library's Reference Department, brought a variety of experiences, including several years as director of the Reference/ Interloan Center at Kearney (RICK), and work with questions from in-service teachers and school media specialists.
> --and the author, a former school media specialist, university level education subject specialist, now curriculum librarian.

As we reviewed the information literacy literature we realized that we could draw on a great deal of completed research. The Bibliographic Instruction for Educators Committee of the Education and Behavioral Sciences Section of A.C.R.L. is in the process of developing new "Information Skills Competencies for Education Students." This revision of the 1981 resource-tool based version will include a broader range of information retrieval and evaluation skills. The final version of the new competencies is due in the summer of 1991. I requested a copy of what was Draft 4 of the committee's work. The introductory pages of the

draft state that "the purpose of this document is to assist instructional librarians working with faculty in education and related fields of study to clarify precise instructional objectives." (9) That seemed to perfectly match the work we were doing.

The first five goals of the Draft document are arranged to build competencies from lowest to highest levels. We retained the wording for those goals and concentrated on the specific objectives. We realized that the document would be of greater practical use if the objectives were measurable, and in some cases, written more clearly. For example, in the Draft document Goal II, Objective A is written, "The student comprehends that the specific pieces of information needed to represent information sources are arranged in a particular structure called a 'citation.'" (10) We changed that to, "The student can describe the components of a citation." Library jargon was sought out and eliminated. One of the teaching faculty committee members mentioned that she had, "no idea what 'intellectual access' meant. " After some discussion we changed it to, "Topic analysis and search strategy."

Overall, our major concern was the lack of connection between what the student needed to know to be an information literate individual and the application

of that information as a future teacher. As mentioned earlier, the ability to apply the basic concepts is the ultimate key to breaking the information illiteracy cycle. With this concern in mind we added two goals focused on information literacy skills for the K-12 classroom teacher. The final document included seven goals and accompanying objectives.

(Appendix A, Information Literacy Goals and Objectives for Education Students)

The goals and objectives were sent to all members of the Department of Professional Teacher Education and then discussed at a meeting of the department. Discussion centered on three points -- what are we already doing to meet these goals, who should meet these goals, and how can we implement the goals and objectives? Several faculty mentioned library-related assignments they require of students in specific courses. The college's required "General Studies" program, for all incoming students was mentioned as the place for some of the lower level competencies. Other faculty felt if the School of Education deemed information literacy of value they should plan to cover all goals within the education program.

Once again, discussion eventually reverted to the strategy for action outlined in the original proposal. We decided to move ahead with step three.

> --Analyzing the education program to determine the most appropriate points for inserting information literacy as natural inclusions in established classes.

The department members suggested that the committee conduct a survey to determine the status of the information literacy goals and objectives in present courses taught on campus. It was hoped that the results would reveal not only what was happening in courses but also, where it might be best to attempt to incorporate information literacy in the future.

THE SURVEY

As a committee, we first determined the population to be surveyed. The faculty group included all faculty in the School of Education and all faculty teaching discipline-specific methods courses. The latter are primarily secondary education level courses, for example Secondary Science Methods. Also included are a few elementary level courses, such as Elementary Art Methods, taught in the Art Department.

We realized that we needed a sample group of students to compare what the faculty perceived as being learned and what students are actually retaining and can apply. Professional Teacher Education 464--Contemporary Issues in Education, was the most appropriate place for contacting students close to completion of their education program. The course is six-weeks long and is taken as one of the final education-related courses prior to student teaching.

Once we had identified the two survey groups, we could focus on what we needed to know. The overriding questions were, what is happening now, and could these goals be incorporated into present programs? Three questions, to be asked under each of the seven goals, were developed for each group's survey. For the faculty survey the questions were: Are you currently meeting this goal in any courses, when and how; if you are not meeting this goal, could you, when and how; and do you expect students to apply this skill in any of the courses you teach; if so when, and where should they have learned the skill?

(Appendix B, Faculty Survey Example)

For the student survey we rewrote the same questions to fit their perspective: Was instruction provided to help you meet this goal, when and how; do you feel it could have been incorporated into courses, when and how; and how confident are you that you can apply this skill?

(Appendix C, Student Survey Example)

The survey of ninety-three faculty and one hundred thirty students was conducted in February and March of 1991. Time constraints did not allow for a careful analysis of the returning surveys. An in-depth look at the survey results will come at a later date. At present, preliminary results reveal valuable information that we didn't realize we would gain. Both faculty and students seemed to have some difficulty in interpreting the goals. The final two goals, regarding the education student's ability to transfer these skills to their own students, appear to be especially problematic.

CONCLUSION

As work with education faculty on this project has progressed, it has become apparent that, to a person, they are unfamiliar with Information Power, with the symposium on "Information Literacy and Education," and with A.L.A. publications on information literacy. All recommend changes in teacher education programs. We seem to have progressed from librarians working with individual faculty on bibliographic instruction, to librarians now carrying the banner for the broader issue of information literacy. Librarians need to work to include information literacy in education reform reports, in NCATE accreditation standards, and in State Department of Education certification requirements. Perhaps at that point, as librarians, we will feel we can approach the college faculty as partners in the process of developing information literacy skills in education students.

The initial steps taken toward developing an information literacy program for education students at Kearney State College have established a valuable foundation for the future. Dialogue has been established, goals developed, and consciousness raised among, at least, a few faculty. Future plans include a

careful evaluation of the faculty and student survey results and a recommendation for future actions. The reaction of the Department of Professional Teacher Education to the survey report and recommendation will do much to determine the future of information literacy for education students at Kearney State College.

ACKNOWLEDGMENT

In addition to the sources cited below, this paper draws heavily on the collective work of the Information Literacy for Educators Committee at Kearney State College. The author extends special thanks to Valerie Malzacher, Nan Thornton and Al Clemmer.

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APPENDIX A

Information Literacy Goals and Objectives for Education Students

INFORMATION LITERACY FOR EDUCATORS

COLLEGE OF EDUCATION AND CALVIN T. RYAN LIBRARY
UNIVERSITY OF NEBRASKA AT KEARNEY
December 1990

Information literacy may be defined as the set of information concepts, knowledge and skills required to function effectively in society; it incorporates the "ability to structure, acquire, analyze and synthesize information" (C. Mark Battey).

INTRODUCTION

We are living in a post-industrial era. The driving force in this new age is not manpower, machines, or manufacturing, but ideas, innovations, and information. Our graduates' ability to find and use information (their level of information literacy) is fundamental to their decision-making skills, the subsequent quality of their personal and professional lives, and their ability to comprehend, analyze and propose solutions to societal problems.

Teaching information literacy involves communicating the power and scope of information to students and teaching them how it is organized, retrieved, and managed. Information literacy is a compelling and necessary expansion of the traditional notion of literacy; its development, however, cannot be left to evolution. It is as fundamental as reading and writing, and therefore, must be taught. Each college within the University has a responsibility to prepare students who understand the importance of information and who have the competence to locate, evaluate and manage it. Incorporating information literacy into the undergraduate and graduate curricula, and most importantly into the teacher education program, will improve the quality of education and ensure that students will be provided with the knowledge and skills that an educated citizen needs.

The following draft document identifies information literacy competencies for students in the College of Education at the University of Nebraska at Kearney. These competencies correspond with an objective of the College which states, "The student is able to locate and use natural, commercial and human resources."

IDENTIFICATION AND COMMUNICATION OF KNOWLEDGE IN EDUCATION

GOAL I. The student understands how knowledge is identified and communicated in education and its related disciplines.

Objective A. The student can locate education in the universe of academic disciplines and can list publications that represent its body of literature.

Objective B. The student can describe the process through which the literature of education and its related fields of study is generated and communicated.

1. The student can describe various review processes that some information sources go through to be accepted as credible by the research community.

2. The student can state an appropriate access tool for each product of the information communication process.

Objective C. The student can identify the differing physical formats in which information sources in education and its related fields of study are stored.

BIBLIOGRAPHIC REPRESENTATION OF INFORMATION SOURCES

GOAL II. The student understands how information sources are bibliographically represented and how this understanding can help determine the usefulness of the source.

Objective A. The student can describe components of a citation.

Objective B. The student can state that the purpose of a citation is to enable others to identify and locate specific information sources.

Objective C. The student can use a citation to evaluate the potential relevance of information sources to a specific information question.

TOPIC ANALYSIS AND SEARCH STRATEGY

GOAL III. The student knows how information sources in education and its related areas of study are organized.

Objective A. The student can formulate and refine a topic of interest into a question.

1. The student can determine when an information question is discipline specific or inter-disciplinary in scope.

2. The student can determine when an initial topic is too broad or too narrow, and can formulate it into a researchable question by adjustments in scope, perspective, timeframe, etc.

Objective B. The student can develop a basic strategy for accessing information that is appropriate to the purpose, scope, and timeframe of the information question.

Objective C. The student can name specialized access tools in education and its related disciplines whose purposes are to identify general and/or discipline-specific information sources.

1. The student uses various access tools according to discipline subject areas or type of information source.

2. The student uses access tools according to their format and organizational structure.

3. The student knows the strengths and limitations of the various access tools in education and its related disciplines.

4. The student solicits appropriate information from the reference librarian.

5. The student seeks appropriate alternatives in the absence of an expected access tool.

Objective D. The student can describe what access tools are and can manipulate them to locate bibliographic citations, abstracts, or annotations.

1. The student can list at least three commonly recognized access points in access tools: author, title, and subject.

2. The student can determine when it is appropriate to search for information through the use of a single access point or through multiple access points.

3. The student uses additional access points depending upon the structure and format of the access tool, such as keywords from the title/abstracts, codes, report numbers, and publication types.

4. The student uses controlled vocabulary as an access point when appropriate for the tool, e.g. the ERIC Thesaurus.

PHYSICAL ACCESS AND EVALUATION OF RECORDED INFORMATION SOURCES

GOAL IV. The student understands how collections of recorded information sources are physically organized and accessed in libraries and media centers.

Objective A. The student can state several ways that libraries and information systems may group information sources by subject, format, publisher, type of materials, or special audience.

Objective B. The student can use call numbers to locate a particular item in the collection.

Objective C. The student can retrieve individual items from a library's collection when the items are listed in special holdings files or catalogs.

Objective D. The student can list locations or sources other than the campus library where materials can be accessed.

GOAL V. The student understands the importance of evaluating items retrieved from the collection.

Objective A. The student can evaluate an author's credentials and can describe the significance of doing this.

Objective B. The student can determine the purpose of the author(s) in presenting ideas, opinions, or research and can describe how that purpose might influence the usefulness of the source.

Objective C. The student can use the introductory material, table of contents, appendices, summary, and abstract to evaluate the scope, limitations, and special features of an information source and determine its usefulness for a specific information question.

Objective D. The student can determine if an information source is scholarly or popular, and can discuss what this means in terms of the quality of the information.

INFORMATION LITERACY SKILLS FOR THE K-12 CLASSROOM EDUCATOR

GOAL VI. The educator recognizes his/her unique role in developing information literacy skills in students.

Objective A. The educator can help students formulate and refine a topic of interest into a question.

Objective B. The educator can help students develop basic strategies appropriate to the purpose, scope, timeframe, etc., of the information question.

Objective C. The educator can help students use specialized access tools for various topics, whose purpose is identification of general and/or discipline-specific information sources.

GOAL VII. The educator recognizes the library media center as a resource and the library media specialist as an involved member in curriculum development.

Objective A. The educator can identify the media specialist as the provider of necessary information and resources to support the curriculum.

Objective B. The educator can identify the media specialist as a consultant on information use and related concerns in curriculum and instruction.

Objective C. The educator can identify the media specialist as a partner with the classroom teacher in designing, implementing, and evaluating instruction.

Objective D. The educator can demonstrate the ability to work in conjunction with the library media specialist to reinforce the search strategy and information literacy skills taught, and to impart the specific skills necessary to utilize the media center.

Janet Stoeger Wilke, Head of the Curriculum Collection
Nan Thornton, Dept. of Professional Teacher Education
Al Clemmer, Dept. of Educational Administration
Valerie Malzacher, Head of Reference

Much of the information in this document was adapted from "Final Report, American Library Association Presidential Committee on Information Literacy," and "Information Skills Competencies for Education Students," draft 4, Bibliographic Instruction for Educators Committee of the American Library Association.

APPENDIX B

Faculty Survey Example

GOAL I. The student understands how knowledge is identified and communicated in education and its related disciplines.

Objective A. The student can locate education in the universe of academic disciplines and can list publications that represent its body of literature.

Objective B. The student can describe the process through which the literature of education and its related fields of study is generated and communicated.

1. The student can describe various review processes that some information sources go through to be accepted as credible by the research community.

2. The student can state an appropriate access tool for each product of the information communication process.

Objective C. The student can identify the differing physical formats in which information sources in education and its related fields of study are stored.

QUESTIONS: Please answer the following questions about the goal stated above.

1. Do you provide instruction to help students achieve this goal in any of the education-related courses you teach? Yes___ No___

   If yes, please, a. list the course(s) and, b. briefly describe instruction or activities used to meet the goal.

2. If you are not meeting this goal, could it be incorporated into any of your education-related courses? Yes___ No___

   If yes, please, a. list the course(s) and, b. describe how this goal could be met.

3. Do you expect your students to possess this skill when they enter any of the education-related courses you teach? Yes___ No___

   If yes, please, a. list the course(s) where you expect students to apply this skill, and, b. describe where you feel they should acquire the skill.

APPENDIX C

Student Survey Example

GOAL I. The student understands how knowledge is identified and communicated in education and its related disciplines.

Objective A. The student can locate education in the universe of academic disciplines and can list publications that represent its body of literature.

Objective B. The student can describe the process through which the literature of education and its related fields of study is generated and communicated.

1. The student can describe various review processes that some information sources go through to be accepted as credible by the research community.

2. The student can state an appropriate access tool for each product of the information communication process.

Objective C. The student can identify the differing physical formats in which information sources in education and its related fields of study are stored.

QUESTIONS: Please answer the following questions about the goal stated above.

1. Was instruction provided to help you met this goal in any of the education-related courses that you have taken? Yes___ No___

   If yes, please, a. list the course(s) and, b. briefly describe instruction or activities used to meet this goal.

2. If this goal was not met, do you feel it could have been incorporated into any of your education-related courses? Yes___ No___

   If yes, please, a. list the course(s) and, b. describe how the goal could have been met.

3. How confident are you that you can apply the skill described in this goal? Please indicate on the scale.

   1_____2_____3_____4_____5
   very unsure very confident

LIBRARIES AND SICK BUILDING SYNDROME
CAN ANYTHING BE DONE?

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University of Nebraska at Omaha
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ABSTRACT

The energy crisis of the 1970s resulted in the design, construction and operation of "energy efficient" commercial and institutional buildings, many of which later were found to be harmful in terms of their occupants' health and well-being. This paper focuses on sick building syndrome (SBS), covering definition, dealing with the problem, where to go for help, legal considerations, and recent developments.

Jim, a librarian, acquires a headache at work almost every day. In the same workplace, Jean's eyes burn, and she frequently has trouble staying alert. Tom gets nosebleeds from the "dry" air. Joan suffers from tightness of the chest and shortness of breath. Mary's allergies are aggravated, and she feels nauseous some of the time. Carol coughs a lot. All of these individuals feel much better, often normal, upon leaving the building after work. They may, however, experience some lingering fatigue. If 20% or more of the individuals who work in this structure have symptoms such as these for longer than two weeks, the building is a sick building, and its occupants suffer from sick building

syndrome (SBS). SBS as defined is a phenomenon of the white collar workplace, such as offices, retail stores, hospitals, libraries, and colleges. Employees of factories and other industrial facilities might expect to experience some job-related physical discomfort. White collar positions, however, have always carried with them the assumption of reasonably clean and healthful surroundings. Such as assumption is no longer valid.

There is a broad range of symptoms which can comprise sick building syndrome, even in the same structure. SBS symptoms are thus nonspecific, although there should be some similarities in a particular building. In addition to those already mentioned, symptoms can include stuffy nose, sinus congestion, itchy or watery eyes, trouble wearing contact lenses, dry throat, wheezing, difficulty concentrating, difficulty remembering, lethargy, sleepiness, skin irritations and rashes, aching joints, irritability, and insomnia. Not surprisingly, sick building occupants often suffer from an increased number of respiratory illnesses, including those of a flu-like nature. Some people in a sick building will experience no symptoms; they may simply find the structure uncomfortably stuffy or warm. Those suffering from chronic illnesses such as allergies, asthma, or heart disease will feel the impact of SBS the most severely. Also, women are more prone to SBS than men, perhaps because they generally weigh

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less and thus their dosage tolerance to the environmental agents which cause sick building syndrome is lower.[1]

The health impact of SBS can extend far beyond day-to-day discomfort, in that the ultimate result can be such diseases as allergies, chemical hypersensitivity, heart disease, lung cancer, and liver cancer. A recent draft report by the U.S. Environmental Protection Agency (EPA) establishes that environmental tobacco smoke causes lung cancer. The report attributes 3700 deaths from lung cancer annually to passive smoking, as well as 37,000 deaths from heart disease.[2] An earlier EPA report to Congress about indoor air pollution identified eight indoor pollutants as responsible for greater than $1 billion in medical costs from both cancer and heart disease.[3] In another example of possible effects of indoor air pollution, an individual had to have most of his lungs removed because they were infected by a fungus growing in a building's ventilation system.[4]

If one or more individuals in a sick building develops a diagnosable illness, the situation is termed building related illness (BRI). Legionnaire's disease is an example. This disease has been traced to microorganisms in a structure's

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1. Jones, "Horizons," p. 80.

2. "Smoking," p. 1299.

3. Holton, "SBS Cure," p. 83.

4. Senate Committee on Environment and Public Works, Health Effects of Indoor Air Pollution, p. 30.

exterior cooling tower being drawn into its heating, ventilation, and air conditioning (HVAC) system. Although we tend to think of Legionnaire's disease a freak one-time occurrence, it is still very much with us. Between 25,000 and 50,000 cases occur in the United States annually.[5]

What is it about sick buildings that causes problems? Sick buildings have existed for perhaps fifteen years, and originated with the advent of the energy crisis in the 1970s. New buildings were designed and constructed to be "energy efficient"; these structures ensure energy savings by such practices as reducing ventilation and sealing windows and the building envelope. Older buildings were remodeled to save energy as well. To further curtail energy use and costs, HVAC systems regardless of building age were and often still are operated at reduced levels against design specifications, codes, and standards. In its investigations of problem buildings, the National Institute for Occupational Safety and Health (NIOSH) frequently has found thermostats set too low or too high for the season, fresh air intake dampers completely closed, and late daily start-up and early shut-down of ventilation systems.[6] It costs money to heat fresh air in the winter or to cool it in the summer, with the frequent decision being made to eliminate bringing in outside air altogether. Decisions like these, often made in ignorance, have

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[5]. Alterman, "Closer Look," p. 42

[6]. National Institute for Occupational Safety and Health, Guidance, p. 5.

a profoundly negative impact on the people who must work in these structures day after day.

The result of such energy savings measures is the accumulation of indoor air pollution within buildings, ranging from simply the byproducts of human respiration such as carbon dioxide, to a complex mix of as many as 10,000 chemicals generated within the structure from a multitude of sources.[7] These substances, for example formaldehyde, ammonia, and ozone, originate in construction materials such as particle board, glues, and paint; tobacco smoke; furnishings; equipment such as photocopy machines; cleaning solutions; pest control products; and indeed any source which emits volatile organic compounds and/or particulate matter into the air. Microorganisms may also be a component, if HVAC humidification systems are improperly maintained, for example. There is the further possibility that contaminants from outside the structure, such as carbon monoxide from automobile exhaust, can be drawn into the building's ventilation system if the fresh air intake dampers are improperly located.

Although usually none of the offending chemicals measured alone constitutes an amount thought to cause concern, it is the mix of the chemicals, operating together synergistically in their effect on building occupants that apparently causes the difficulty. The air inside some office buildings actually has

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[7]. Overman, "Work Space," p. 31.

been found to be one hundred times as polluted as the surrounding outside air.[8] Although not all structures are sick, estimates for the United States include one-third of all buildings and one-half of all office buildings.[9],[10] A 1987 EPA report determined indoor air pollution was a more serious concern than outdoor air pollution or hazardous wastes.[11] A later EPA report identified indoor air pollution second only to radon as the most severe environmental health risk in the United States.[12]

Ironically, actions taken to save energy dollars which result in the creation of SBS result in a net loss because of augmented sick leave usage and depressed worker productivity. A recent Building Owners and Manufacturers Association study found worker productivity would jump as much as 18% if employees had comfortable working conditions.[13] The most frequent complaints by far were temperature control and air movement.[14] Other costs associated with SBS are lawsuits, workers' compensation claims, medical bills, and structural damage.

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[8]. Toufexis, "Stuffy," p. 76.

[9]. Holton, "SBS Cure," p. 64.

[10]. Overman, "Work Space," pp. 30-31.

[11]. "Indoor Air Pollution: Representative Kennedy, EPA Official Clash," p. 790.

[12]."Indoor Air Pollution: Radon, Indoor air Quality are Worst Threats," p. 1307.

[13]. Patterson, "Comfort," p. 110.

[14]. Ibid.

In recognition of the seriousness of the sick building situation, the American Society of Heating, Air Conditioning and Refrigeration Engineers (ASHRAE) in 1990 upgraded its standard for building ventilation. Generally, the new recommended ventilation levels are 20 cubic feet per minute per person, as opposed to the prior standard of 5 cubic feet per minute per person, in structures where there is no smoking. Unfortunately, ASHRAE standards in themselves have no power to effect changes; however, as professional recommendations of a highly reputable organization they do carry significant weight. What is ultimately needed are laws to require the implementation of the standards. In the past few years several indoor air quality bills were introduced in Congress, but they failed to pass.

Currently there are two indoor air bills before Congress. One was introduced in the House by Representative Joseph P. Kennedy (HR1066), and one in the Senate by Senator George J. Mitchell (S455). Both are entitled the Indoor Air Quality Act of 1991. Kennedy's bill would require the EPA to issue ventilation standards which then would be enforced by the Occupational Safety and Health Administration (OSHA). New buildings would be required to abide by ASHRAE's standards, and OSHA would be empowered to fine and imprison offenders. Mitchell's bill recommends the EPA work with other federal agencies to determine the ventilation standards. Both measures would establish an Office of Indoor Air Quality and provide research funds for the investigation of indoor air contaminants and new building

technologies. The EPA earlier began a serious investigation of the indoor air quality issue, and OSHA and NIOSH have been active as well. To date, however, there has been no resolution concerning just how the indoor air quality problem will be addressed by the federal government. Such a decision could take months or even years.

Unfortunately, until definitive laws are passed regulating the design and operation of HVAC systems, addressing a sick building situation becomes more a political issue rather than one of engineering or health. One of the most difficult aspects of handling the matter can be convincing those who have the power to effect changes that a problem indeed exists, and that it is a serious one. Administrators have many concerns to address, usually with a tight budget, and an indoor air problem is one which is difficult to define and perhaps even to believe. Plan management staff may resent intrusions into their methods of operations, and are in a position to control the release of information concerning them.

One can suspect an SBS situation if there are frequent spontaneous complaints regarding building climate and an inordinate amount of sick leave usage. In convincing superiors there is a concern, the most effective approach is group, as opposed to individual, action. Sweeping improvements probably will not be made for one individual; an employer is only required to make reasonable accommodation, which is defined according to the person's specific situation. Also, it is tempting to believe

an individual has a psychological problem rather than a physical one. (Administrators and building operators may even try to claim the group has a psychological disorder--that mass hysteria is responsible.) Employees may be polled via a questionnaire to determine the percent affected and thus the extent of the problem.[15]

Perhaps the most effective group action is the petition, which to indicate SBS must be signed by a minimum of 20% of a building's occupants. For whatever reason, administrators take petitions very seriously. The fact that an untenured employee feels strongly enough about an issue to perhaps risk his or her job in signing a petition no doubt enhances its credibility. This writer knows of three instances concerning indoor climate difficulties where petitions succeeded over other methods. If a petition is employed, it should utilize general working to allow for a variety of possible SBS symptoms.[16]

Once management has decided to investigate and correct an apparent SBS situation, there are several avenues of action. NIOSH has authored an excellent document for conducting an evaluation in-house, entitled Guidance for Indoor Air Quality

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[15]. See Appendix A for a questionnaire developed by the Office Climate Committee at the University of Nebraska at Omaha. Although not tested for reliability and validity, this questionnaire is more objective than many. Some questions need to be reworked because of double negatives.

[16]. See Appendix B for wording used in an indoor air quality petition at the University Library, University of Nebraska at Omaha.

Investigations. This publication recommends how to correct the most commonly found shortcomings. Often an SBS problem can be solved by increasing the intake of outdoor air, eliminating or controlling chemical and microbial contaminants generated within the building, and improving HVAC operation and maintenance. Should outside assistance be necessary, public administrators may contact the State Toxicologist, Bureau of Environmental Health, Nebraska Department of Health; NIOSH; the EPA; private consultants; and the original building designer. The Department of Health's services are free except in cases where special air testing is required. Private sector administrators should contact the same sources except their local health department instead of the Nebraska Department of Health. Suggestions for identifying reputable consultation services can be found in the NIOSH Guidance.

If management refuses to address an SBS issue, there are several routes open to employees, both as a group and individually. In Nebraska, privately employed librarians may contact OSHA, which has the authority to issue citations in the private sector only. All librarians regardless of employer may contact the EPA. Although the EPA has no indoor air quality standards yet, it is working on them. Regarding State of Nebraska agencies, there are two to which publicly employed librarians may turn. As a first resort, individuals should contact the State Toxicologist, Nebraska Department of Health (402-471-0507). This position was created only one and one-half

years ago. If no satisfaction is achieved through the Department of Health, public employees should contact the Nebraska Office of Risk Management (402-471-2268). This office perhaps has more leverage, since it administers workers' compensation claims and investigates all claims against the State. Although neither office has regulatory authority, both claim to have had success in resolving sick building situations. In addition to the above options, employees in both sectors may negotiate clauses in union contracts, file lawsuits and workers' compensation claims, and lobby at the state and federal levels.

Individuals with federally protected disabilities such as heart disease, allergies and asthma should ask their employer for reasonable accommodation. If unsuccessful, these employees may take such action as filing discrimination complaints with the Office of Federal Contract Compliance Programs, U.S. Department of Labor (if the employer receives federal grant monies), or the Equal Employment Opportunity Commission.

Indoor air pollution, being a relatively recent field of investigation, is also a new area where the law is concerned. However, the number of lawsuits has been increasing, and it is predicted to continue to rise. Frequently builders and architects as well as managers are being named in suits. Employees who develop multiple chemical sensitivities are filing and winning under breach of express and implied warranties, negligence, fraud, strict liability, and breach of a landlord or

owners' duty to exercise reasonable care.[17] Nine women in Washington, D.C., who developed asthma in a new building just recently settled out of court for an undisclosed amount.[18] On the other hand, a couple lost a suit claiming illness from a new office carpet.[19]

Articles warning about SBS are beginning to appear in insurance, real estate, and property management journals in addition to those in occupational safety and health, building operation, architecture, and personnel management. This broadening of scope is an indication that sick building syndrome finally is being taken seriously at all levels. To ensure that SBS continues to receive the attention it deserves, employees should remain alert to developments in this area and take steps to assert their right to a healthful workplace.

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17. Duus, "Audits," p. 63.

18. Anderson, "Sick Building Syndrome," p. 17.

19. Ibid.

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OFFICE CLIMATE SURVEY

Introduction

Section 3.1.1.1.1 of the contract between the UNO-AAUP and the Board of Regents calls for an "Office Climate Improvement" committee. This committee was formed in November, 1988, and has been meeting regularly since. Much of the committee's time to date has been spent in learning about the issues surrouding "office climate." As we now move toward formulating our final report and recommendations, we desire your input.* Please help us by responding to the following questions.

Carole Larson, Library, Chair
Mark Rousseau, Sociology
Michael O'Hara, Law and Society
John Newton, Arts and Sciences
Larry Trussell, CBA
Neil Morgensen, Facilities Management

Procedure:

1. Please record your answers on the enclosed scan sheet using #2 pencil.
2. For greatest accuracy, make sure your answers on the scan sheet correspond to the number of the question.
3. PLEASE DO NOT FOLD OR STAPLE SCAN SHEET; RETURN IN ENCLOSED 8 1/2 x 11 SELF-ADDRESSED ENVELOPE.
4. Please return to Carole Larson, Reference Department, University Library, by WEDNESDAY, DECEMBER 13, 1989.

Definitions:

1. "Office." This term describes the primary workspace assigned to you. For most people it is their "office." Classrooms and other university facilities are beyond the scope of this survey.

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*To maintain confidentiality and also allow followup questionnaires to be sent, each person/questionnaire has been assigned a unique number. Incoming questionnaires will be logged by number, and followup questionnaires will be sent to those people representing numbered questionnaires not received. Before the data are examined, linkage between names and numbers will be destroyed.

2. "Climate." This term pertains to conditions of the "air". For example, temperature, ventilation, humidity and pollutants are included, but other "environmental" factors such as noise, cleanliness, etc., are not included.

In answering the following questions, please limit the time period covered by your responses to the past year (approximately November 15, 1988, to the present.)

1. Which one of the following statements best describes your overall assessment of your "office climate."

   (a) Fine, very seldom do I have a problem.
   (b) Acceptable, but there are occasional problems.
   (c) O.K. more times than not, but more problems than there should be.
   (d) Unacceptable, problems occur too frequently.
   (e) Intolerable, needs immediate improvement.

Do you have chronic or recurring health problems?:

2. Respiratory	(a)	No	(b)	Yes
3. Cardiac	(a)	No	(b)	Yes
4. Dermatological	(a)	No	(b)	Yes
5. Other chronic health problem	(a)	No	(b)	Yes
6. No chronic health problems	(a)	No	(b)	Yes

7. Regardless of the status of your health, have you experienced any adverse health effects at work which you believe are immediately attributable to "office climate"?

   (a) No
   (b) Yes

IF YOU JUST ANSWERED "NO", SKIP TO QUESTION 20. OTHERWISE, PLEASE COMPLETE QUESTIONS 8 - 19.

Have you experienced any of the following adverse health effects at work which you believe are immediately attributable to "office climate"?:

8. Nasal or sinus problems	(a)	No	(b)	Yes
9. Headaches	(a)	No	(b)	Yes
10. Eye irritations or problems wearing contact lenses	(a)	No	(b)	Yes

11.	Skin irritations	(a)	No	(b) Yes
12.	Nausea	(a)	No	(b) Yes
13.	Dizziness	(a)	No	(b) Yes
14.	Drowsiness or fatigue	(a)	No	(b) Yes
15.	Chest tightness or shortness of breath	(a)	No	(b) Yes
16.	Irregular heartbeats or chest pain (e.g. angina)	(a)	No	(b) Yes
17.	Other adverse health effects	(a)	No	(b) Yes

18. Have you consulted a physician regarding any of these adverse health effects?

    (a) No
    (b) Yes

19. Have you missed work because of these adverse health effects?

    (a) No
    (b) Yes

20. Have variations in your "office climate" had significant negative impact on your productivity?

    (a) No
    (b) Yes

Which of the following variations in "office climate" have you experienced?

21.	Temperature too hot or too cold	(a)	No	(b) Yes
22.	Humidity too high or too low	(a)	No	(b) Yes
23.	Too little air circulation	(a)	No	(b) Yes
24.	Lack of fresh air	(a)	No	(b) Yes
25.	Drafty	(a)	No	(b) Yes
26.	Odors	(a)	No	(b) Yes
27.	Dust	(a)	No	(b) Yes
28.	Tobacco smoke	(a)	No	(b) Yes
29.	Other pollutants	(a)	No	(b) Yes
30.	No variations experienced	(a)	No	(b) Yes

IF YOU ANSWERED "YES" TO QUESTION 30 (NO VARIATIONS EXPERIENCED), PLEASE SKIP TO QUESTION 50. OTHERWISE, PLEASE COMPLETE QUESTIONS 31 - 49.

31. In general, how frequently have those variations identified in Questions 21 - 29 occurred?

(a) Six or fewer times during the year
(b) Once a month
(c) Twice a month
(d) Once a week
(e) Two or three times a week
(f) Every day

In general, have those variations identified in Questions 21 - 29 occurred during certain seasons of the year?

32.	During the change of seasons	(a)	No	(b)	Yes
33.	During Spring	(a)	No	(b)	Yes
34.	During Summer	(a)	No	(b)	Yes
35.	During Fall	(a)	No	(b)	Yes
36.	During Winter	(a)	No	(b)	Yes
37.	No noticeable pattern	(a)	No	(b)	Yes

In general, have those variations identified in Questions 21 - 29 occurred on certain days of the week?

38.	Mondays	(a)	No	(b)	Yes
39.	Tuesdays	(a)	No	(b)	Yes
40.	Wednesdays	(a)	No	(b)	Yes
41.	Thursdays	(a)	No	(b)	Yes
42.	Fridays	(a)	No	(b)	Yes
43.	Saturdays	(a)	No	(b)	Yes
44.	Sundays	(a)	No	(b)	Yes
45.	No noticeable pattern	(a)	No	(b)	Yes

In general, have those variations identified in Questions 21 - 29 occurred during certain parts of the day?

46.	Morning	(a)	No	(b)	Yes
47.	Mid-day	(a)	No	(b)	Yes
48.	Late afternoon/evening	(a)	No	(b)	Yes
49.	No noticeable pattern	(a)	No	(b)	Yes

50. Have you reported "office climate" concerns to your building manager or Physical Plant?

(a) No
(b) Yes

IF YOU JUST ANSWERED "NO", PLEASE GO TO QUESTION 55. OTHERWISE, PLEASE ANSWER QUESTIONS 51 - 54.

51. To the best of your knowledge, did Physical Plant respond to your report?

(a) No
(b) Yes
(c) Do not know.

52. How would you rate the response time of Physical Plant personnel?

(a) Excellent
(b) Good
(c) Satisfactory
(d) Poor
(e) Unsatisfactory
(f) Never responded
(g) Do not know

53. What has the response time generally been?

(a) Within thirty minutes of reporting.
(b) Within one hour of reporting.
(c) Sometime during the same day as reported.
(d) During the day following the reporting.
(e) More than one day following the reporting.
(f) Never responded.
(g) Do not know.

54. Was the concern corrected to your satisfaction?

(a) No
(b) Yes

PLEASE RECORD YOUR ANSWERS FOR QUESTIONS 55 AND 56 ON BOTH THIS SHEET AND THE SCAN SHEET, AND RETURN BOTH SHEETS IN THE ENCLOSED, SELF-ADDRESSED ENVELOPE (REMINDER: DO NOT FOLD SCAN SHEET OR STAPLE SHEETS TOGETHER). THANK YOU FOR YOUR FEEDBACK!

55. In which building is your office located? (choose one from either question 55 or 56, and record answer on both this sheet and scan sheet).

(a)	Kayser Hall	(f)	Durham Science
(b)	CBA	(g)	Engineering
(c)	Eppley	(h)	Allwine
(d)	Performing Arts	(i)	Arts and Sciences Hall
(e)	Library	(j)	HPER

56. (office location, continued):

(a) CPACS (Annex 24)
(b) Public Administration (Annex 27)
(c) Criminal Justice (Annex 37)
(d) Goodrich Program (Annex 39)
(e) Social Work (Annex 40)
(f) PKCC

57. What is your office or suite number? (optional but very important if survey is to be of maximum benefit)._____

58. Please make any additional comments about your "office climate" below.

APPENDIX B

TO:

DATE:

PETITION FOR IMPROVED LIBRARY AIR QUALITY

The undersigned, full-time employees of the University Library, frequently experience physical discomfort at work due to the indoor air climate (e.g., temperature, ventilation, humidity) in the building, and respectfully request that whatever action is necessary be taken regarding the Library's heating, ventilation, and air conditioning (HVAC) system such that this discomfort is no longer caused.

LIBRARY SERVICES FOR OFF-CAMPUS STUDENTS

Peggy Brooks Smith

Doane College

Crete, Nebraska

ABSTRACT

In 1981 the Doane College Adult Education program began degree preparation for the non-traditional adult learner on a campus contained in the SRI Building in Lincoln, thirty miles from Doane's original campus, having no library facilities and a dispersed part-time faculty. This paper will examine the problems inherent in providing quality curriculum-oriented materials and bibliographic instruction to a distant campus and the ways in which the Perkins Library is extending its services to those Doane students. Specific examples of materials and bibliographic lessons will be presented.

Doane College offers the Bachelor of Arts degree to persons who complete degree requirements through the Adult Education program in Lincoln. Class meetings are usually at night or on Saturday morning. Courses generally are intensive eight-week experiences offering the same number of hours of classroom instruction per course as comparable courses on the Crete campus. Some courses are offered in an even more intensive seminar

format. Seven majors are offered: Allied Health, Business Administration, Elementary Education, Special Eduction, Human Relations, Industrial Management, and Public Administration. However, the degree offered to the Adult Education student is the same liberal arts degree that has been awarded by the Board of Trustees of Doane College for over one hundred years.

The Doane College Catalog states the mission of this program: "Our doors are open to business, industry, and social service organizations to serve employers seeking education and additional training for their employees and to individual employees seeking personal advancement. We provide education for expertise in the areas of business, management, marketing, finance, human relations, communication and computer services."[1]

Students in this program bring experiential learning and, usually, transfer credit. College credit toward the Doane degree for the Lincoln adult learner is often a combination of Doane College classroom learning experiences, the learning outcomes of previous formal education, testing, and carefully-prepared portfolio descriptions of evaluated work and life experience.

"Our off-campus program is designed for a student population less defined by age than by a certain profile which will include any or all of the following characteristics: has been absent from involvement in formal education for some time, works full-time, is married or divorced, is a parent, wishes to be better educated and/or credentialed to take advantage of promotion opportunities in a current job or future job opportunities, has experienced a life change and is frightened of the future, has recognized the changing nature of the working environment and feels he/she is being 'left behind' in the development of knowledge and skills to meet the demands of work, wishes to make a career change, and/or simply wishes to continue his/her personal growth and development. Currently our students in the non-traditional program range in age from 19 to 67, with an average age of 35. The population is almost evenly divided between men and women."[2]

One more word about the students in these programs. A knowledge of the pedagogical and andragogical models of teaching and learning is important in dealing with adult learners. These two models reflect differences in assumptions about how dependent, externally rewarded children learn and how

self-directed, task-centered adults learn. Dr. Malcolm S. Knowles points out that "these two models do not represent bad/good or child/adult dichotomies, but rather a continuum of assumptions to be checked out in terms of their rightness for particular learners in particular situations. If a pedagogical assumption is realistic for a particular situation, then pedagogical strategies are appropriate. For example, if a learner is entering into a totally strange content area, he or she will be dependent on a teacher until enough content has been acquired to enable self-directed inquiry to begin."[3]

Generally speaking, though, the adult learner tends to be closer to the andragogical end of the spectrum, requiring fewer external "carrots or sticks" to produce learning. Our experience is that these highly motivated adults are a joy to teach, ready to learn, occasionally intimidated by the range of new information delivery techniques but quickly appreciate the usefulness and power of their newly acquired skills. They ask good questions and force us to teach without jargon. They have forced us to look carefully at the ways in which we teach all students.

In our traditional setting, Perkins Library exists to support and extend the teaching of the College. Our

Materials Selection Policy begins with a statement of objectives based on the mission of Doane College as stated in the Catalog. Also in accordance with Standards for College Libraries, 1986, the library "provide(s) information and instruction to the user through a variety of techniques to meet differing needs."[4] Bibliographic instruction has been delivered based on the Earlham model and its course-integrated objectives and the Doane Teacher Education student-guided, competency-based "packet" system. Our intention has always been to serve the extended campus student in the same way. The process is not a simple one and I would like to outline here some of our efforts to serve the Doane College Adult Education student.

BEGINNINGS. As the program sought direction, was beginning to sign up students and recruit a faculty, the first overtures about the provision of library services were made to the Director of the Lincoln campus in the form of a survey which was administered to their students in 1983. That instrument is not included here because it was rather badly constructed (by this librarian!) and outcomes are not as productive as could be desired.

Of 25 students responding to the survey, 92% of respondents considered the library "moderately necessary" to "necessary" for academic success. 61.5% were unaware of the differences between academic and public libraries. 80.7% were ("sorta," "need some help," "fairly") familiar with library research but had not heard of a "search strategy." 19% reported that they had "no success" in libraries. 12% depended upon a spouse for "general personal/professional information." Happily, none used that source for degree work!

There may be at least three assumptions that can be made from the results: (1) Our Adult Education students were very much like the traditonal student population with respect to their information-finding skills; (2) they appeared to be motivated to accept some help with library applications; (3) they were aware of the usefulness of such skills to their college coursework. Anecdotal evidence at this later remove suggests that these were correct assumptions.

I assured the Director that there ARE ways to set up a program for off-campus people to get acquainted with the literature of their particular disciplines, and I asked for time to talk with her about those methods. In all communications with the Doane Lincoln

campus I included the Academic Dean to whom the Director and I both report. This kept the possibilities for library programs in front of several very busy people and raised consciousness about funding, time, and other problems inherent in building a bibliographic instruction curriculum with a hard-to-catch, part-time adjunct faculty at a facility thirty miles away which did not have a materials collection. Our Academic Deans have never been anything less than enthusiastic about getting the program of library services going, and very supportive. There are other chores suggested for "Deans" in this process and I'll include them in APPENDIX A.

How could I give the assurance (above) to the director of the Lincoln campus that there were ways to deliver library service to an off-site campus? Only through the literature had I experience with such techniques. There is a bibliography of basic resources of information included at the end of this paper (and available here today). Nothing had been covered in graduate school and the closest thing to serving the extended campus in my professional experience was work as an extension librarian in a three-county regional public library in Missouri.

The first Off-Campus Library Services conferences began to be held at about the time we were getting into the non-traditional, extended campus business, and these conferences and the Proceedings printed from them have provided significant amounts of extremely practical ideas for undertaking these services, as has the Extended Campus Library Discussion Group (newly, the Extended Campus Library Services Section of ACRL) which gets together at ALA. (The topic for the program at San Francisco will focus on accreditation issues.) I would recommend starting with the Conference Proceedings, and, if possible, attendance at the Fifth Off-Campus Library Services Conference to be held in Albuquerque on October 30 to November 1, 1991. The other most important source of information is the "ACRL Guidelines for Extended Campus Library Services."

The "Guidelines" are not intended to be prescriptive, but function as recommendations for "direction, for the process, and overall coordination, and to support the educational objectives of the extended campus program."[5] They lend help in getting started and as ideas which should be considered as you implement your program. I have used them to suggest to our administration and to the Doane Lincoln faculty

those kinds of services which could be offered between our campuses.

A philosophy of service is stated: "The parent institution is responsible for providing support which addresses the information needs of its extended campus programs. This support should provide library service to the extended campus community equitable with that provided to the on-campus community."[8]

In order to assure that there will be continued awareness and communication of these services, we have added a representative of the Lincoln faculty to our faculty Library Committee. Last year's work of that Committee was entirely taken up with a look at the service to Doane Lincoln. The "Review Guide for Extended Campus Library Services" was used to evaluate our adherence to the "Guidelines" and was useful in stating just how much further we need to go.

Several conclusions and recommendations emerged from the review. It reports that "The Perkins Library director and staff are very much aware of and concerned about providing proper service to the Doane Lincoln extended campus;" and that there is no existing written statement describing the library resources needs of the extended campus program. More frequent general meetings with faculty are urged. A staff member at

Lincoln should be trained to control whatever collections and finding aids are housed there. Installation of a telefacsimile machine is recommended. (The latter two have happened.) A shuttle bus service to move materials and/or people should be given serious consideration. "Efforts should be made to include a Doane Adult Education faculty member on all future Library Commitees."

Though we now have a Doane Lincoln representative on the Library Committee, a formal request for this to continue needs to be worked out this year. It should be noted also that the "Materials Selection Policy" for our library is in the process of being revised to match the up-dated statement of purpose of the college. The effort will be made to include the statement of the resource needs of the Adult Education Program in that revision, along with many other changes.

With regard to funding, I would like to share the observations of Betty Van Blair whose doctoral dissertation studied 271 four-year private insitutions accredited by the North Central Association "to determine methods of funding library services in support of off-campus programs."[7] First, she examined the involvement of the librarian in the planning process and then, in the second part of her survey,

addressed the provision of additional funding to provide library services off campus. She reports, "Two main methods of funding off-campus library services used by institutions in the study were: (1) providing the on-campus library with a larger budget to fund library services off campus, and/or (2) allocation of funds from the off-campus program. Three configurations for allocating funds from the off-campus program were identified. One was assessment of a library fee when students enrolled in the off-campus program. Another was a percentage of the tuition or budget of the off-campus program. A third was consultation or bargaining with the off-campus personnel. The first two of these were definitive measures which were not dependent upon personalities. The third method however, could leave the library without necessary funding if the present librarian left and was replaced by a less capable person, or if the director of the off-campus program was replaced by someone who did not understand the problems associated with providing library services at distances removed from the main campus."[8]

In the months prior to that evaluation, however, we had made other moves toward serving our Lincoln students. We had one or two Saturday and evening

meetings with some of the faculty. The Director of Adult Education was present and supportive. These were the usual show-and-tell sessions to demonstrate our wares and suggest ways in which we might support their teaching. Because classes in the Adult Education curriculum are roughly four and a half hours long, we felt there might be an exceptional need for media which could be used to break up the long lecture/discussion sessions, so we included access tools (like Bowker's Educational Film/Video Locator) in our presentations and offered to assist in ordering those materials and in making connections with regional film or video cooperatives. We may have reached ten or twelve faculty by doing this, some of whom, of course, no longer teach at Doane. It is from these first contacts, even though they represent a small proportion of the faculty, and through the continued enthusiasm of the Director that we have established the more or less regular teaching that we do today. Since then, some word-of-mouth communication of the value and method of our teaching has reached other faculty.

We placed a microfiche reader at the site, along with a copy of NEULIST, NEUCAT and the Government Printing Office Publications Reference File (PRF).

We covered the use of these "locators" of Nebraska's journals, books and government documents, respectively, in our teaching and showed the staff how to use them.

Two years ago, the Director of Adult Education committed a sum of money to this library to enable us to begin access to the major national bibliographic utilities with the objective that we would also serve the Lincoln students' search needs. This was a quick and greatly-appreciated way to afford DIALOG training and to set up our computer connections. Additionally, we purchased our first CD-ROM workstation and Wilsondiscs and began to show the use of Readers's Guide Abstracts in our instructional sessions in Lincoln. (Moving and reconstructing the workstation and peripherals in Lincoln was not fun, but we have solved that problem. More later.)

TEACHING AND LEARNING. I will include here a sample of the handouts from one of our bibliographic instruction sessions. In general, if the class-related materials can be found easily in local libraries, we provide a listing of those libraries' service hours and a reference to the materials, including call numbers from NEUCAT. The student then is expected to borrow from some local library to which he or she has legitimate entree or, of course, from us. Our

experience has shown, however, that when a large, cohesive collection is necessary, or when the topic is so thorough or complex that a lot of instruction is required for students to be able to complete the assignment, we then need to bring the students to the Perkins Library in Crete for the class.

An example of this is the "packet" for teacher education, wherein the entire range of professional bibliographic competencies for teachers is taught, everything from the Encyclopedia of Educational Research to Mental Measurements Yearbook is covered, including the strange process of finding ERIC reports. The content of the packet is a guide-to-the-literature of the field of education, the process is a search strategy which may be applied to any literature search. The collection of reference tools is pulled together at Crete, the packet directions specify the locations in OUR library, and there always seem to be a lot of questions about how the references are used. Our staff is available to answer those questions and only OUR staff is responsible for teaching our students. Reciprocal borrowing agreements should not be imposed upon in this regard and we have no contracted-for teaching services at other libraries as of this writing.

Always included in handouts for students at Doane Lincoln are a list of our service hours and those of area libraries, a sample research strategy, an example of our freshman exam which shows how to extract information from a catalog card and a journal citation, use of the Library of Congress Subject Headings Catalog, of course the references to support the classroom project, and perhaps samples of those references presented both in paper and in the transparencies for the lecture. As much as possible we use hands-on for teaching and that means moving the actual references to Lincoln for a period of time.

FUNDING. In practice, we have used three methods identified by Dr. Van Blair: an increase in the on-campus budget in the form of a portion of another professional salary; a special materials budget from which to buy elementary education books for the exclusive use of the Lincoln campus students; and allocation of funds from the off-campus program to begin data base searching.

Another method with which we have had some success is to look for grant funds for special projects. In one case we applied to receive money to implement the Reorientation to Higher Education course developed by the Director of Adult Education and the librarians (and

required of all students who entered after December, 1990) which has a very strong library component. The grant purchased technology--CD-ROM workstations and Wilsondisc journal indexes for the Lincoln campus--has been popular with our students (and with staff--we no longer have to move workstations from Crete!) Our campus interconnections are via the fax purchased (at the Crete end) by Title IID of the Higher Education Act, College Library Technology and Cooperation program grant money, which connects us also with the Nebraska private college libraries consortium doing cooperative collection development of our journals. Seven of those libraries have just submitted another proposal to IID for implementation of a shared on-line catalog and circulation system. If granted, this would provide a catalog and circulation system to the Lincoln campus and access to over one million total volumes.

CURRENT PROJECTS. We are creating a circulation system for two deposits of books at Lincoln with the expectation that other small collections will be used in the future. Anthropology monographs have been left there for the Winter II Term, January 14-March 16, 1991. The set was needed in Crete for a January Interterm class but through negotiation we found that we could share between the campuses and still meet all

students' needs. This is a possible collection development problem for future consideration.

The other collection in Lincoln is for the elementary education students and was purposely duplicated for that campus. Careful advance planning will be needed to do whatever buying will be necessary to guarantee that materials are in place by the time they need to be used. As these deposits and permanent collections proliferate, space in Lincoln will become even more of a problem than it is now. To control circulation, a second set of 11 inch Reserve cards will be created and inserted in the books, keeping the original book card in Crete with the notation of its whereabouts. Records similar to ours will be kept for Lincoln's circulation.

A new method of communicating with Lincoln faculty is being tried. The message is being spread with packets of introductory information which are sent to all teachers at a time approximately three or four weeks prior to the beginning of the next term, hopefully at the time when faculty are planning their classes. The collection of handouts in the packet of information is patterned after that which we give away to new faculty being oriented on the Crete campus each year at the end of August.

We created a special letter (APPENDIX B) to introduce ourselves to say that we look forward to working with extended campus faculty. The introductory letter alludes to an enclosed Accessions List included in the packet and states in addition: " As a small academic library, our collection supports what is taught here. As experts in your field, you are in the best position to know about needed resources and we invite your suggestions for the purchase of materials. All recommendations will be given serious consideration in light of the budget and other available resources on the subject."

Also in the packet is a sample bibliography, created for another class, containing call numbers in the Lincoln area libraries and listing the libraries' service hours. Attached to the list is a post-it note hand-written, asking "May we tailor something to YOUR classes?" There is an application for a Doane College Library I.D., a copy of the ACRL "Guidelines for extended campus library services," a list stating the service hours of Perkins Library, our "Library Directory for Faculty" giving the functions of the library and whom to contact, and a copy of a statement from the ALA Presidential Committee on Information Literacy beginning: "The curve for forgetting course

content is fairly steep," which supports the notion that teaching facts is a poor substitute for teaching the skills needed to locate, evaluate and effectively use information. We have added: "May we help you to include a component on the literature of your field during the upcoming semester?"

We have offered professors references to articles which might be helpful by suggesting ways in which their students can avoid plagiarism, by giving alternatives to the term paper, by helping to state course integrated instruction objectives for them, and by detailing sample lessons such as Stachacz and Brennan's "Bibliographic Instruction in an Undergraduate Biology Course" which apprears in Research Strategies, Winter, 1990.

Finally, the attached list of services and promotion techniques (APPENDIX A) are but a brief beginning to what is ultimately possible in terms of extending the main campus library to the off-campus student and faculty.

In summary, as we continue to support and extend the teaching program at Doane, we will continue likewise to learn how to work with the nontraditional students in our Adult Education program. Their great motivation will overcome the fact that many have not

been in a library for years. We have learned not to assume that they know, for example, what Readers' Guide is or does, but covering that clearly in the beginning instruction results in a very high degree of appreciation of its value as applied to real life. We shall teach with energy and humor. These students make that easy. The new Reorientation to Higher Education course presents the basics. The difficult challenges will be to pursue faculty interest in offering bibliographic instruction within a very concentrated course structure, and, as always, to develop ways in which to communicate the importance of information-finding skills to those administrators and faculty who see little necessity for them.

We have in place many of the elements suggested by the "Guidelines," but we have a long way to go. This year hopefully will see a statement written specifically describing the library resource needs of the extended campus program to be included in our revised Materials Selection Policy. We may see a way to raise consciousness of what we do by some use of the Library Committee's evaluation report. More staff training will be necessary in Lincoln to control deposit collections and provide support for use of the finding aids and CD-ROM indexes. We will increase regular

communication with faculty, and recently we have begun to use the connections which can be made by one of the Registrar's Office staff who is in Lincoln daily and can deliver materials and packets to faculty. There can be no substitute, however, for the increased presence on the extended campus of a librarian who offers encouragement and guidance to the power of information.

ENDNOTES

1. Doane College, Catalog 1990-91, p. 76.

2. Doane College, "Doane College Adult Education, A Plan," [p.1].

3. Dr. Malcolm S. Knowles, "Inventory." N. pag.

4. Association of College and Research Libraries, "Standards for College Libraries 1986," p. 196.

5. Association of College and Research Libraries, "ACRL Guidelines for Extended Campus Library Services," p. 353

6. ACRL, "Guidelines," p. 354.

7. Betty Van Blair, "Summary of Study," [p. 1].

8. Van Blair, "Summary," [pp. 4-5].

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APPENDIX A

SERVICES AND PROMOTION TECHNIQUES

"Guidelines"--Services (ACRL, 1990)

Examples which may help meet a wide range of informational and bibliographic needs include:

1) reference assistance;
2) computer-based bibliographic and informational services;
3) consultation services;
4) a program of library user instruction designed specifically to meet the needs of the extended campus community;
5) assistance with non-print media and equipment;
6) reciprocal borrowing, contractual borrowing, and interlibrary loan services;
7) prompt document delivery such as a courier system or electronic transfer;
8) access to reserve materials;
9) promotion of library services to the extended campus community.

What can anyone do right now for off-campus faculty? (Wassernich, 1989)

*mail them things at least twice a semester. Emphasize what you can do for them, not what you can't do.

--try to convey the idea that it is a library network and that the extended campus is a node that provides access to everything else.

--solicit collection development suggestions and send lists of recent acquisitions.

--list available services with time constraints, e.g., books can be sent with in 2 days, VCR's may be reserved 24 hours in advance for classroom use, etc.

*Give them specific people to contact at the main campus.

--don't just give the name of the person with primary bureaucratic responsibility, bu the name of the person who will actually be there at the hours the instructor needs help.

*Select and train off-campus clerical staff with the idea that their jobs may require more understanding of library strategies than usual.

*Consider doing a blitz of classroom presentations at individual campuses.

*Have a formal faculty evaluation of library services

*Develop a library instruction program integrated into a school-wide course.

*Create audiovisual presentation for class or library use that shows available services.

*Establish agreements with non-affiliated libraries to provide services to your students and faculty.

*Get an online catalog and fax.

Discussion topic: service to faculty (Adams, 1991)

--inform faculty of approval plan and profile
--develop pathfinders
--develop list of CD-ROM databases
--provide workshops
--send copies of extended campus "Guidelines" each semester to faculty
--offer fax service
--send direct mailings on a quarterly basis
--newsletter
--develop a first-day checklist for faculty new to campus (this is done from the Dean's office)
--send acquisitions lists by subject
--indentify contact person/librarian
--set up individual appointments with faculty
--conduct an orientation session
--conduct followups
--survey faculty
--analyze syllabi
--participate in new faculty orientation
--promote an 800 number on brightly-colored flyer
--use first names to develop a personal relationship
--develop bibliographies for courses and provide money for sites to purchase titles
--use E-mail
--assign the collection development librarian to work with extended campus faculty

APPENDIX B

Perkins Library

Date: 18 February, 1991
To: Doane Lincoln Faculty

We at the Doane College Library in Crete want to take this opportunity to introduce ourselves and our services to you through this packet. In it, you will find some statistics commenting upon "forgetting curve" and value of information finding skills; a directory of library personnel; and a copy of a recent Accession List. Samples of some teaching materials we have prepared for other classes, service hours of this library, as well as the regular schedules for Lincoln area libraries are also included. Please note that we have cited locations in Lincoln for the tools listed. Sometimes, however, arrangements to teach these skills in the Perkins Library here in Crete may be more effective, offering a coherent collection and experienced, curriculum related assistance. The copy of the ACRL Guidelines for Extended Campus Library Services may help to suggest the directions we want to be heading.

As a small academic library, our collection supports what is taught here. As experts in your field, you are in the best position to know about needed resources and we invite your suggestions for the purchase of materials. All recommendations will be given serious consideration in light of the budget and other available resources on the subject.

We would be most happy to plan with you the integration of any information-finding skills that would make sense in the context of your teaching. Please contact us if we can be of assistance now as you plan for your courses.

Looking forward to working with you,

Peg Smith (826-8565)
Donna Jurena (826-8568)

DOANE COLLEGE • CRETE, NEBRASKA 68333 • 402/826-2161

The S.D.I. imperative: service in a technologically limited environment

B.C. Wehrman

Cochrane-Woods Library

Nebraska Wesleyan University

Lincoln, NE

Abstract

In an attempt to expand services, Cochrane-Woods Library implemented a current awareness service despite lacking an optimum technological environment. The service began by offering faculty members photocopies of the tables of contents for requested journals. Though response has been limited, what there was has been very enthusiastic.

The enthusiasm for this concept led, at the request of one patron, to the expansion of the service to provide photocopies of entire articles. Not only has this service increased faculty appreciation and good will, it has also positioned the library for future development in this area.

Keeping patrons current in their fields on a regular basis, the core concept of the Selective Dissemination of Information (S.D.I.), exemplifies one of the most creative uses of information management. The problems of information overload are well known to all of us in the library field, and might best be summed up as "Too much is published and too little time is available to review all current information"[1] And though S.D.I. is clearly a

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1 John J. Jax and Van C Houlson, "A Current-Awareness Service for Faculty and Staff: The Stout Experience," College & Research Libraries 49 (November 1988) : 514.

component to the solution of the information problem — a solution which has been around for along time — it has often been overlooked. Marydee Ojala voices the opinion in her recent article that S.D.I. has been ignored "simply because [it]...is not new"[2] She goes on to note that it is taken for granted, despite the fact that "new players" in her area (Business) "make SDIs worth a second look."[3] We might also note that cost, a strong consideration in most academic libraries, has also restrained many. The use of computer searches and computer profiles for periodic delivery of bibliographies is beyond the reach of all but the most well endowed institutions and departments.

But financial limitations need not limit the less wealthy. Indeed, one of the arguments of this paper is to follow the old Latin adage that those that may not do as they would, must do as they may. And in this respect, Nebraska Wesleyan, where we always seem to be limited to doing as we may, could only be interested in a service that required only slight investments of money. Yet we are very glad to have attempted this experiment because S.D.I. has been one of the most appreciated and positive public relations moves we have made. And it is that experience, and what it led to, as well as what it might lead to, that I would like to share with you now.

Though we had contemplated a S.D.I service as far back as 1984, we postponed any action on it until we completed work on our first priority: producing a computer generated list of our serials holdings. While the kind

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[2] Marydee Ojala, "SDIs: The star wars of business searching," Database 11 (December 1988) : 82.

[3] Ibid.

of service we envisioned did not need a complete list of our periodicals to be brought to fruition and we pursued the serials project for reasons apart from any considerations for S.D.I., we have found several advantages in having a list of serials when offering such a service. For one thing, it presents our patrons with what is in the collection — and hence, with what they have to choose from. Because our list can be broken down by subject headings which roughly correspond to their disciplines, we can provide each department with S.D.I. candidates which are more specific than a general list.

We have also found an advantage for this list from our angle: flexibility and accuracy. We conceived of this service as something organic, that could grow and change throughout the semester, where titles could easily be added and deleted with as little burden on the serials workers as possible. By using a list of the complete titles, we reduce the chances of errors while being able to accommodate any changes; that is we feel our mode of operation is as simple as possible without compromising flexibility.

Our plan was simple: because computer-based S.D.I.'s were out of our financial reach, we decided to route photocopies of the table of contents from selected journals to our patrons. We alerted the faculty of our service both through direct mailings to the chair of each department and through an article in our library's local newsletter, **Ex Libris.** We decided to lay a good deal of the responsibility on the departments by asking them both to collect the requests from their members and also to route the photocopies to their members when they received them from us.

Our part in the process is relatively easy. The serials department notes the departments that want a given title by that title's entry in the serials list, and places a special tag to mark the flimsy. The serials librarian

merely lays the chosen issues aside during check-in, and later has a student photocopy their table of contents. The photocopies are then routed through campus mail to the departments. As I noted above, the list can be changed at any time, but we do send out letters twice during the year soliciting any changes the departments wish to make in their selections.

Response to this service from the beginning was very positive. About sixty percent of our departments take advantage of this service (12 out of 20). Moreover, violating what some hold to be the normal pattern of about 20% of the collection doing 80% of the work, we have have found that only about 12% of titles are requested (92 out of about 736). The break down by department also held some surprises:[4]

Psychology	20
Business	18
Political Science	10
Speech	9
Modern Language	8
Theatre	7
Art	5
Education	5
Religion	5
Chemistry	4
Mathematics	3
English	1

The big surprise to me is how many of the departments in the humanities use this service. I had anticipated that mostly the hard sciences and business would be interested. But as we can see only Chemistry and

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[4] These figures were collected by Ms. Mary Schroeder, Library Assistant for Serials at Nebraska Wesleyan University.

Mathematics represent the sciences in this list. The Biology department uses **Current Contents** and so would not have a need for our S.D.I., but I am not sure why the others are not there.

I have noted already that the service was well received by our patrons. Several came up to us to tell us how much they appreciated having this — most prominently was the Vice-President for Academic affairs who asked that a few titles be sent to him.

However, our most gratifying response came about six months after the service got started when a patron suggested a dynamic way of expanding on this service. She was interested in receiving a complete photocopy of some of the articles she had seen in her S.D.I.'s and wondered if there were a way to get them without her having to come to the library. She suggested a system where the library photocopy them for her and charge her department. I must in all honesty note that at first we demured somewhat at this request. We were afraid that things of this nature — i.e. things that involve the trust and honor of the faculty — might start going off in different, unintended and unhelpful directions, such as using it to photocopy tests five minutes before the class begins,etc.

We went with this anyway because we truthfully had to admit that it did indeed comprise an increase in service. As we proceeded, we learned that the library was not the only one to have its doubts — the Business Office also expressed concern that the faculty would try to use this new service as a way around the restrictions it had imposed on photocopying. However, after some polite screaming and crying and a few tempered calls to the Academic Vice-President from our patron, the Business Office began to see things our way.

Because of our reservations, we felt obliged to build in as many safeguards into this procedure as we could. Basically, the departments send over their own students with faculty requests for photocopying. We provide an auditron for them and keep track of the number of copies they make, but their students do the actual photocopying. Each month we bill each department.

It has worked out remarkably well. This service has seen a stronger growth than the delivery of the table of contents. We had 58 requests in the academic year of 1989-90, but have already had 92 requests this year as of the beginning of March[5]. Should this rate of increase continue, it is not unimaginable that when all of the work-hours are added up,Wesleyan will soon be dedicating the equivalent of one student worker to the matter of current awareness.

The usage from both the S.D.I. program and the photocopying service indicate I believe that need is being met, one that had previously been overlooked at our institution. Answering such needs presents us with one of the most rewarding activities of librarianship. But I do not think that such a service is the complete answer to the currency problem in information. To quote Marydee Ojala's observation viz. online searching:

> Do SDIs still have a place in business research? They do, but as the online world has speeded up, the use of SDIs has become more problematic. They are essential for routine background data.[6]

She, of course, is contrasting SDI programs which use computer searching techniques to produce bibliographies on a regular basis. Her point,

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[5] These figures were supplied by Ms. Irma Sarata, Library Assistant for Circulation at Nebraska Wesleyan University.

[6] Ojala, p. [89].

however, is well taken, and is even more relevant when applied to our somewhat more old fashion service. For while an online search is the best answer to an immediate currency need, a S.D.I. service, I believe, is essential in the effort of those who wish to keep in touch with their fields over a long period of time.

Jax and Houlson pushed this notion even further in their conclusion on their study at Stout:

> Access to comprehensive and current sources of information increased the quality and quantity of literature read by faculty, saved faculty an enormous amount of time in locating and obtaining publications, and made a significant impact on faculty research and training.[7]

For the library, this means we are now opening and moving into a new niche within the research dynamics of the faculty. We are becoming even more of an active part of the research team.

The public relations benefits for the library from this activity can be immense. Indeed, in all the reading I did for background to this essay, I never found anyone who did not feel that there was much to be gained in terms of appreciation and good will from offering this kind of service. Perhaps most illuminating on this was an article by Nancy R. Kovitz describing the S.D.I. she had set up while working for the marketing firm of Frankel & Company in Chicago. This service evolved into something used not only for current employees and clients, but is also as part of a package presented to potential clients as a further inducement to work with

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[7] Jax and Houlson, p. 521.

the firm. Moreover, she notes evidence that people from as far away as Vancouver, B.C. are inquiring about her service.[8]

With a positive response to this kind of service our next logical step should be to try to improve and expand it. Several ideas come to mind, somewhat along the lines of what the Colorado Alliance for Research Libraries has been doing. As our campus becomes wired — not only internally, but also with the outside world via Huskernet — one easy way to improve service is to allow for e-mail requests for photocopying journal articles. This would put more of a burden on the library, but introduction of automated systems, such as an online public access catalog, should in the long run free up some time — particularly student time — that can be devoted to these other things that improve service.

Moreover, scanning promises a great deal of potential here. I can foresee us before too long scanning in the table of contents to send them e-mail, or finally scanning in (as they do at CARL) the entire requested article, though the latter, as they have discovered in Colorado, does present some copyright issues. If we could work around such problems, we could greatly increase the speed and ease of use for our patrons. Our ultimate goal would be to include computer-generated profiles and search techniques as an adjunct to what we offer now. With this comes the issue of money, but if our S.D.I. experience holds true for the next several years, then I think we can present a strong justification for such expenditures — at least for those faculty involved in research and teaching that puts currency at a premium.

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[8] Nancy R. Kovitz, "An abstracting Newsletter," Library Journal 114 (February 15, 1989): 139

But while the above mentioned adventures into the realm of possibilities are limited to Wesleyan and present our library with something we can undertake on our own, I wonder why we Nebraskans need stop there. Why not expand such a service throughout the state? Those of us in the private colleges are well aware of what the association for that group (PICKLE) has done in terms of resource sharing: joint ventures in collection development, the joint grant for the fax machines, and now looking at the possibility of a joint OPAC. Using the PICKLE experience as model, it is not too hard to imagine a cooperative venture in S.D.I.

I do not think the mechanics for such a service would be difficult. Most of us already have serials lists from other institutions to supplement our reference service. We could allow our patrons to select titles from those lists as well as our own. The holding library would make a photocopy of each title as it normally might for its own S.D.I., but would then send it (hopefully by fax machine) to the requesting institution. The requesting institution would then assume the responsibility for routing the photocopy to the appropriate department. Any requests for articles could follow the usual protocols for ILL. Thus, our patrons could have active access to collections much larger than any one library could ever hope to own.

One problem I can foresee is that of money and time. Within the context of this state it is not hard to imagine such a service could quickly overburden the large, research institutions which already are used as a *de facto* back-up for many other, smaller libraries — and I should note here that I have discussed this proposal with no one and so only speak for myself. However, I see no difficulty with a fee being charged back to the institutions that used the service. This might be a way for the larger institutions, in addition to the honor of helping all citizens of Nebraska

manage their information needs efficiently, to offset the cost of maintaining student help, particularly in these unhappy days of budget retrenchment. For the smaller institutions — and here I can use Wesleyan as a model — which in all probability would be net-users of such services — the extra cost paid out would easily be justified as part of the cost of serving one's patrons. And certainly getting so much more for the price of only a few journal subscriptions would be particularly attractive in this time of inflation.

My conclusion is simple: do what we may to help our patrons manage their information problems. The S.D.I. system we have implemented at Wesleyan is a great success and has accrued the library many benefits for very little effort and expense. The benefits can be intangible and seen in terms of the good will we get from faculty as we try their patience in dealing with serials cuts or other unpleasant facts of library duty. Or they can be more immediate and similar to those Kovitz noted in her article: "...the reward comes when our new readers take time out of their busy schedules to tell us how much they appreciate the newsletter [containing the S.D.I. service] and how useful it is to them."[9] As we look to what we might do jointly, we see that the possibilities seem large from such small beginnings, but also seem to indicate a big payoff in terms of patron satisfaction.

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[9] Kovitz, p. 139.

Bibliographic Instruction: A Waste of Time?

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ABSTRACT

For years, academic librarians have struggled to improve the effectiveness of bibliographic instruction (BI) programs. Many BI teaching methods have been custom designed and developed to improve the teaching skills of librarians and to increase library literacy among college students, but frustration and feelings of futility on the parts of both librarian and student still present a crucial problem. To make BI a constructive and worthwhile learning process for all college students, we must re-evaluate our efforts and create an updated teaching/learning environment by incorporating new technologies into the structure of BI programs. A well-designed BI program can promote library literacy as well as improve library public relations, while an old-fashioned approach may very well be a waste of time.

Over the years, academic librarians have grappled with bibliographic instruction (BI) programs and tried to find an ideal solution to improve their effectiveness. An abundance of literature on this subject may be found in publications. Almost all aspects of BI have been addressed and discussed as well as researched to a great extent, proving the significance of the topic. According to a 1989 survey, "publications in the recent years continue to refer to the importance of teaching library users to be information literate in a technological society."[1] In spite of these continued efforts, problems of BI in most academic libraries persist, and BI librarians are still facing an eternal struggle in finding methods of improvement. Today, with the advancement of electronic technology, teaching BI to college students becomes even more challenging and crucial. Teaching methods are also changing accordingly, the application of computer technology is incorporated by many libraries in designing BI programs. During the 1990 ALA annual conference, hypercard library instruction was discussed at the Library Instruction Roundtable Program. The hypercard/hypertext technology has brought a new dimension to the teaching profession and the information world; the hypermedia archaeological program, titled Project Emperor, developed by Dr. Ching-chih Chen is a very impressive and inspiring example indeed.[2] The application of hypermedia technology for BI became a very welcomed idea and several academic libraries have created library orientation and BI programs using hypermedia programs.[3] For example, the Utah

State University has developed a HyperCard Library Instruction program which has been in use since the summer of 1990. The old-fashioned and dry lecturing style now seems stale and uninteresting compared to these new methods.

In addition to the numerous problems that BI librarians are facing, surprisingly enough, few have acknowledged the sad fact that ineffective teaching in BI is a plain waste of time. Tom Eadie describes some of his negative views about the BI program in his recent article "Immodest Proposals: User Instruction for Students Does Not Work," which states that "user education is a special service of questionable value that arose not because user asked for it, but because librarians thought it would be good for them."[4] It is true that many college students don't know "what's good for them,"[5] and don't deliberately ask for a BI session from librarians; they may not even realize that they need it. It is nonetheless a general assumption among many BI librarians that unless the college students are given assignments that demand effective library use, they will not develop the library skills they need.[6]

To say that BI is a waste of time is like saying that educating our young is a waste of time. Teaching is never meant to be a waste of time, but ineffective teaching could very well be. In any BI librarian's life, there must be moments when she or he feels that time and effort are being wasted in teaching students how to utilize library resources efficiently. Oftentimes

frustration and stress overpower one's patience and endurance. Those who have the "yen to teach"[7] will remain and continue their effort either by struggling through an ineffective program or by finding new solutions to evaluate and improve the program; others may simply give up and change career directions. According to a survey conducted by Barbara J. Smith in 1987, BI librarians often experienced stress and burnout and complained about a lack of preparation time; but most librarians who responded to the survey enjoyed the teaching aspects of their position despite the aforementioned diffculties.[8] Librarians choose librarianship as their profession because it gives both challenges and satisfaction; most of BI (or reference) librarians choose their positons particularly because of their passion for teaching as well as for public services. They are not only obsessed with the yen to teach but also the yen to serve.

Questions on whether BI librarians are trained for the job while still in library schools are often brought up in recent literature; it is inevitable that an untrained and inexperienced BI librarian will affect the success rate of a BI program. Most of us don't realize that speech and communication training or public speaking classes can be very helpful to a BI librarian specifically, and to all librarians in general. A few library schools are now providing credit courses on library instruction because they recognize this need. The M.L.S. program at the University of Washington at Seattle has provided a very good

model class on bibliographic instruction for the past eight years.[9] Unfortunately for most of us, it was an unheard-of program in our graduate school days. Many of us became BI (or reference) librarians because we had teaching experience, or are interested in teaching in general; but most importantly, because we love to share our knowledge and expertise by teaching students to be information literates in a modern world.

Since achievement levels of students differ from college to college, their attitudes toward BI also vary. A BI program must be frequently re-assessed and re-evaluated carefully. Programs will be most appropriate if they are custom designed to the students' needs. It is a common belief that all college students need to develop skills in writing and library research in order to be successful in life. We librarians have the responsibility to assist them to reach that goal. A study done by Gordon B. Leighton and Marsha C. Markman on the attitudes of college freshmen toward BI indicates that "students prefer instruction that focuses on their own (research) projects and includes some personal contact with librarians" and that "the well-designed BI program and teaching materials such as a manual were welcomed under certain conditions."[10] The effectiveness of the BI program relies heavily upon the preparation and the teaching style, as well as teaching materials provided for the students. Assignments should be well-designed to accommodate students' time and pace;

assignments should also be relevant to their research projects. Any ill-designed library assignment will easily produce negative attitudes not only toward the library, but also toward the librarians.

BI (or reference) librarians often have the tendency to teach everything they know about research skills and those wonderful reference tools in one short class period without realizing that the content may be too much for students to absorb. The old-fashioned lecture format is not very desirable in keeping students' attention, and it could very well be a waste of time if the BI librarian has a monotone voice, does not show any personal interest in either the program or the students, does not encourage questions, has no eye contact during lecturing, has no intention of stimulating students' motivations in learning, or has a poor attitude toward BI in general.

In an institution like the Nebraska Wesleyan University (NWU), most students are from within the state, and many of them are from smaller schools at which they may never have seen much less used the "Readers' Guide". When they come to a high-quality institution like NWU they immediately feel the cultural shock. The mere thought of the words "academic" or "research paper" can scare a few of them. These students need more time to adjust to the academic environment, whereas others who did research in high school for speech or debate or took

AP English classes where library research was enforced have developed their basic library skills and are ready for more subject-oriented programs. To these latter students, a general BI program would be repetitive rather than useful, it would be a total waste of time.

At NWU the format of the BI program has changed many times since 1979, from a lecture format to walking tour/lecture to slide presentation/lecture, and finally, to discussion/lecture plus CD-ROM (Wilsondisc) or DIALOG online search demonstration. During lectures, more time is spent on explaining library services such as interlibrary loan, reserve materials, microfilms, reference services and computer searches, as well as on the technique of using the card catalogs and the importance of asking questions; particular emphases are on the subject searching strategies, thinking skills, techniques on how to collect, evaluate and analyze information. The amount of explanation of how to use various general reference tools has been decreased to a certain degree.

One important aspect of the NWU BI program is that it establishes a friendship bridge between the students and librarians; it encourages students to ask questions and to seek assistance from librarians in a less intimidating environment. The BI (or public services) librarian uses the opportunity not only to teach students the skills for seeking needed information but also to promote library services. BI is also an excellent

way of cultivating public relations among professors and their students. We use the BI program to build up our rapport with students, to make them feel comfortable coming to us for help, and to allow students to consider us as their friends instead of authoritative and intimidating figures.

NWU has a reputation for being a caring institution; we are concerned about our students and their educational goals. We not only preach the importance of our library but also practice what we preach by providing excellent services. And the only formal way to inform students of this is through direct contact during BI sessions. The cooperation among librarians and the English faculty (as well as other faculty members) has always been excellent. The BI program is very closely incorporated into the freshmen English classes. In addition, faculty members from various other departments are often formally or informally reminded of the availability of subject BI sessions. Professors are encouraged to arrange any type of BI sessions for students who have difficulties finding information in specific areas of research. Individual sessions or specific custom designed sessions are carried out whenever needs arise.

In the summer of 1987, a BI exercise assignment packet was designed with the intention of improving students' library research skills and also to develop their creative thinking ability and self-confidence in library research. During BI sessions, about 30 minutes were spent on lecturing with

transparencies and another 20 minutes in demonstration of CD-ROM systems such as Wilsondisc databases or DIALOG online search. At the end of each session students were given a 6-page library skills exercise assignment packet to work on during their own time and at their own pace. The assignment contained a combination of review questions on what was been taught during lectures, hands-on exercises using the Wilsondisc databases to find bibliographic citations on assigned subjects, and an exercise on using basic reference sources.

Many positive comments from both students and professors were received about the assignment packet. Although it was a non-credit assignment, many English professors graded them and counted the points toward students' research projects as an incentive. Follow-up sessions to discuss the assignment were also arranged according to need. College students usually resent any assignment given by librarians for non-credit BI sessions, but with the cooperation of the English professors who enforced and stressed their importance during classes, most students worked on the assignment with a serious and positive attitude and many of them felt that it was a worthwhile learning experience after all. Students were encouraged to work on their own; the purpose was to encourage learning by doing and no pressure was added to their busy schedules. The students were allowed one week's time to finish it.

An evaluative survey was conducted recently among 15 professors who had brought their classes in for BI at NWU. 80% indicated that they are happy with the current teaching method, and 73.3% felt that their students are now writing better research papers (Appendix A). Their comments and responses were very positive and encouraging; the BI program at NWU is working very well. If financial support is available and time is allowed, a new custom designed BI program may be developed with the enchancement of hypermedia technology in the future.

In recent years, enough has been said about information literacy and its special relation to the BI programs in all academic libraries. Both the ALA and the ACRL have addressed information literacy as the top priority issue, and have planned activities focusing on it for 1991.[11] As BI librarians, we should all realize our impact on this critical issue which affects every citizen of this nation. If we let our valuable college students become information illiterates by failing to provide them with adequate information-seeking (research) skills to cope in today's fast-paced technological world, we are committing the invisible moral crime of blocking the way to the future for our young people. Our nation is already at risk. Can we afford to waste any more time by not updating ourselves and keeping abreast of the current trend? We must be innovative and creative enough to make BI program one of our top projects.

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APPENDIX A

RESPONSES FROM
LIBRARY SKILLS SURVEY QUESTIONNAIRE
(100% returns)

1. What percentage of your students indicated their lack of library research skills and wanted to learn from a librarian?

	90%_____,	80%_____,	50%_____,	20%_____,	None_____
Resp.:	6.7%,	26.7%,	26.7%,	6.7%,	33.3%

2. When do you bring your class(es) in for library skills sessions?

At the very beginning of school_____
Resp.: 26.7%

Before assignments are given to class_____
Resp.: 73.3%

Whenever the session can be fit into the syllabus_____
Resp.: 0%

3. Do you feel that your students are writing better research papers by using various research sources introduced during the library skills sessions?

	Most of them are_____,	Some are_____,	They aren't_____
Resp.:	73.3%,	20%,	6.7%

4. Are you happy with the current method of teaching which combines lecture with transparencies, and demonstration of the CD-ROM (WILSONDISC) technology plus an exercise packet for students to do?

	Yes_____,	No_____,	Not sure_____
Resp.:	80%,	6.7%,	6.7%

6.7% Did not answer.

5. Are your students responding to the current method?

	Yes_____,	No_____,	Do not know_____
Resp.:	86.7%,	6.7%,	6.6%

6. Do your students do the library skills exercise assignment seriously and hand them back to you on time?

	Yes_____,	NO_____,	Don't keep track on this_____
Resp.:	53.3%,	13.3%,	6.6%

6.7% Yes & No, 20% Not applicable.

7. Do you think the library skills packet is well designed and well received by your students?

Yes, because_____
Resp.: 53.3%

No, because_____
Resp.: 20%

26.7% Not applicable.

8. Please give your opinions or suggestions for improvement. Thank you very much.

Resp.: 73.3% giving positive/encouraging/commendable responses.
26.7% giving no responses.

TRENDS IN EDUCATION

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ABSTRACT

The decade of the 1980s was an extremely volatile time for education in this country, beginning with the publication of A Nation At Risk: The Imperative for Education Reform in 1983, which brought national attention to the ills in education and spawned hundreds of follow-up studies, often with divergent viewpoints.

This paper briefly summarizes and synthesizes the debate, places it in historical perspective, and looks at some of the major educational trends that have emerged as a result.

The decade of the 1980s was an extremely volatile time for education in this country. This decade has probably produced more controversy, scrutiny and call for change in education at all levels, than any other decade in our history. This paper is an attempt to summarize and synthesize the debate, to place it in historical perspective, and to look at some of the major educational trends that have emerged and continue to develop as a result.

Although other studies were underway at the time, it was the publishing by the U.S. Department of Education of A Nation At Risk: The Imperative for Educational Reform, in 1983, which brought nationwide attention to the problems of education. This report was commissioned by Education Secretary Terrel Bell under Ronald Reagan and written by the eighteen member National Commission on Excellence in Education following 20 months of study.

The Commission found little of excellence. Rather they reported that "the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people." They further stated, "Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world" (National Commission On Excellence In Education 1983, 5). As evidence of this erosion, the report cited among other things:

- 23 million functionally illiterate American adults (including 13% of all 17 year-olds, with illiteracy among minority youth running as high as 40%);
- A "virtually unbroken decline" on college aptitude scores between 1963 and 1980;
- Declines in scores on subjects such as Physics and English between 1975 and 1980;

- A 72% increase in the number of remedial math classes taught in public four-year colleges;
- International comparisons showing that on 19 academic tests, U.S. students were never first or second, and ranked last 7 times among industrialized nations;
- A teaching profession recruited largely from less able college students and a severe shortage of teachers in critical areas such as physics, chemistry and mathematics.

(National Commission On Excellence In Education 1983, 8-9)

The report commented, "if an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war" (National Commission On Excellence In Education 1983, 5).

The study made a number of specific recommendations to redress these problems. Among them were:

- That High School graduation requirements be strengthened, and that <u>all</u> students seeking a diploma be required to take a specific core curriculum;

- That schools, colleges and universities adopt more rigorous and measurable standards and higher expectations, and that colleges and universities raise their entrance requirements;
- That more time be devoted to learning the basics, which would require more efficient use of the existing school day, a longer school day, and/or a lengthened school year;

There were also a number of recommendations affecting teachers:

- Persons preparing to teach be required to meet higher educational standards;
- Salaries for teachers should be increased to be professionally competitive and performance-based
- An 11 month contract be adopted for teachers, to allow time for curriculum development and professional development;
- Career ladders should be developed for teachers
- Teachers should be actively recruited in math and the sciences;
- Incentives should be offered to attract outstanding students to the profession, especially in areas of critical shortages;

- Master teachers should be in involved in designing teacher preparation, and supervise teachers during their probationary years.

(National Commission On Excellence in Education 1983, 24-31)

This study was instrumental in focusing national attention on the ills of our educational system. In the first year over 70,000 copies of the study were sold and an additional 500,000 were distributed (Jung and Kirst 1986, 96). It was widely quoted in the national and regional press. It also spawned hundreds of other major federal, state and local reports and studies. Before looking at the results of some of these studies, I will briefly discuss some of the major socio-economic factors which may have contributed to this state of education.

BACKGROUND

Unlikely as it may seem, the oil embargo of the 1970s set in motion a chain of events in American society which contributed to the condition of education at the time this study was published.

One outcome of the gas and oil shortage was the U.S. consumer turning to smaller, more gas efficient foreign cars in massive numbers. The automotive industry, totally unprepared for this event, lost a major market share to

the more efficient, less expensive imports, and the ripple effect was felt as thousands of auto, steel and mine workers found themselves not only unemployed, but with no other skills to turn to and little hope of regaining their former standard of living. Our traditionally industry-based economy rapidly began to shift to a high-tech and service-related economy, one that is much more education-intensive.

This sudden shift in the workforce brought about a major economic downturn, causing federal deficits and inflation to escalate. Federal funding to education, which had been at an all time high during the Johnson Administration, began to decline. Funding for Teachers Colleges was also cut, and many positions were eliminated through retirement, often without much planning given to the overall balance of course offerings available.

Several other factors were also at work. Baby boomers were graduating from high school and college at about this time, lowering the number of children in schools and lowering the demand for new teachers. With the advent of the women's movement and the civil rights movement, more women and minorities were seeking professional level employment, but fewer were choosing education as a career.

Further, with more two income families trying to make up the difference in salary losses and attempting to fight

inflation, and with fewer children in school, less attention was focused on the quality of education children were receiving. Finally, the only educational programs which were receiving funding were the entitlement programs, whose thrust was equity of education for women, minorities, the poor and the handicapped (Braun 1989, 6-10).

By the late 70s, Federal support to education was a patchwork of unrelated, paperwork intensive, and often conflicting programs (Jung and Kirst 1986, 85). The Carter Administration attempted to redress this by creating a more powerful and cohesive U.S. Department of Education, and making the Secretary of Education a cabinet level position. However, one of Reagan's campaign promises was to abolish this department and give education back to the state and local governments.

In fact, A Nation at Risk was a recommendation to the public to take a closer look at education and an admonition to state and local governments to act. No action was called for at the national level. This was a major move away from existing educational policy. The Reagan Administration focus was on excellence rather than equality of education, and provided little in the way of funding or direction other than spotlighting weaknesses and shifting the monitoring of current programs to the state and local levels. This approach has been called the

"Bully Pulpit" strategy - with the federal government preaching about the ills in education, but playing no active part in the solution (Jung and Kirst 1986, 95).

The report did call massive public attention and concern to problems in education. Reagan once wrote, "If I were asked to single out the proudest achievement of my administration's first three and one-half years in office, what we've done to define the issues and promote the great national debate in education would rank right up near the top of the list" (Jung and Kirst 1986, 95). With so much public attention focused on the topic, however, Reagan was not able to abolish the U.S. Department of Education.

OTHER STUDIES

A multitude of other studies sprang up in the wake of this report. Their findings were divergent: many agreed with the basic premise of A Nation At Risk, but focused on other areas, or thought the study did not go far enough in addressing certain issues. Some studies, for example, argued that the report largely excluded elementary education. Some reports called for increased emphasis on foreign language studies and computer technology courses to keep pace with the global market, while others insisted that English literacy and a back to basics approach should be the first priorities.

A number of studies argued that A Nation At Risk ignored the differences in the student populations being compared. They pointed out that in the last twenty years the increases in minority and bilingual populations, as well as the strides schools have made in keeping "non-mainstream" or "high risk" students in school, were not accounted for in the study, and may well have skewed the scores downward. Some studies argued that the education system needed to be completely overhauled, while others felt that public education should be abolished and schooling should be completely privatized and competitive.

In retrospect, many education analysts group these reform studies into what they call "waves". In her article "Mission Not Accomplished: Education Reform in Retrospect," Mary Hatwood Futrell describes four chronological waves of reform that have taken place since the initial 1983 report. For the purposes of this paper, I will attempt to sort the studies by focus, rather than sequence.

One major focus that emerged early on was the call for reform in the system itself. Many of these studies, including A Nation At Risk took a top-down approach, and were written by government and/or business. These studies generally called for more regulation, accountability, and marketability of both schools and the skills being taught. They called for competition between schools, teachers and

students to achieve excellence, awarding prizes in the form of cash grants or funding to those succeeding. They also recommended higher standards for Teachers Colleges, more academic course work be taken by prospective teachers, recruitment of science and math majors into the field of education, teacher testing, salary increases based on merit, a three-tier career ladder, as well as a longer school day and the standardization of a core curriculum (Futrell 1989, 11).

But increasingly there were also bottom-up proposals, studies in which teachers and school districts responded to the initial criticisms. These studies argued that the appropriate instrument of educational revitalization should come from within not from above. Educators felt that their expertise had been ignored in all the commentary on the ills in education, and that "mandated stress on achievement, accessment and accountability leads teachers to report a real loss of power and in some ways a loss of face" (Bacharach, 1990, 13). Teachers called for empowerment--more decision-making ability in the classroom, more control of textbook and curriculum selection, and more administrative powers. They proposed bringing together teachers, principals, superintendents, school boards, parents, and business and community leaders at a local level in a collaborative effort to improve schools (Giroux 1989, 729).

There was another group of studies that focused more on the students. This group favored studying which students were failing and why. The argument here was that revamping the educational system without addressing the needs of the students who were now failing, leaves this group out of the reform process. These students, generally called "high risk" students--the population at high risk of dropping out and/or failing in school--often includes immigrant students, the economically and culturally disadvantaged, and the handicapped. Calling for even more rigorous educational requirements would leave this group in a permanent underclass (Trueba 1989, 120-124).

A final group of studies viewed none of the above solutions as going far enough. This group saw the existing system as the problem and felt that reform was doomed to failure since bureaucracies are self-protective and slow to change. This view favored abandoning the existing structure and advocated either the privatization of education and/or a program in partnership with business and industry (Fuhr 1990, 199-223).

CONCLUSION

Despite the plenitude of studies and reports, the lack of consensus in approaching reform brought with it not action, but immobility. Factions argued for

contradictory solutions and, although almost all states have enacted some legislative mandates, there is skepticism about the significance of reform measures adopted thus far. Mary Futrell writes:

> "History will view the 1980s not as the decade of education reform, but as the decade of education debate, We've spent these years arguing, posturing and traveling well-worn roads. We've only begun to address the basic issues related to schooling in America" (Futrell 1989, 10).

Some researchers feel this impasse is at an end and that the current decade will see the arguments sorted out and true reform begun. Denis Doyle, a senior fellow at Hudson Institute, was recently quoted in Newsweek, saying: "We've gone through the Paul Revere stage of hollering about the problem. Now we're entering the serious action stage. It's become clear that success can't be achieved without heroic effort." (Newsweek, 1991, 28-31)

From the Federal level, George Bush has called himself the Education President, but until recently, his only contribution was to increase funding for Head Start Programs (McDaniel 1989, 17). But, on April 19th of this year, Bush along with his new Secretary of Education, Lamar Alexander, announced what they called a "sweeping

plan" to "reinvent" education in this country. Major components of this plan include:

- A national testing program;
- Allowing parents to choose which schools their children will attend;
- Providing federal tax dollars for children to attend private or parochial schools;
- Involving businesses in education by calling on them to donate $150 million dollars to help design 535 innovative new model schools of excellence.

This plan, however, relies more on the President's "bully pulpit" than on the Government's purse (New York Times, April 19, 1991).

Governors and state legislatures have also taken a role in mandating changes, but a report by the National Governors' Association in 1986 commented: "Governors don't create excellent schools; communities--local school leaders, teachers, parents and citizens--do" (Bacharach, 1990, 12-13). Reform enacted at the local level will likely be more diverse and scattered with success more difficult to identify and measure. Individual schools, districts, and communities will try ideas that promise to work locally. Some schools and districts are already reporting early progress.

Perhaps, in the next few years genuine reforms will become apparent. The obstacles are great; our education system faces not only more financial challenges, but also a more diverse population than it did in the 60s and 70s, and the educational demands are even higher to make students competitive in a global economy. However, the decade of the 1980s has served to raise the problems in education to the national consciousness and even onto the national agenda. A variety of ideas are being implemented. The 90s will likely establish which of these trends are successful.

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APPENDIX

The following is a list of definitions of many of the major terms discussed in relation to educational reform. I have tried to focus on major trends rather than details of specific proposals.

I. CURRICULUM ISSUES

School restructuring/School reform - Any proposal for change in public school policy and/or operation. Centralized reform calls for greater uniformity, decentralized calls for greater focus on specific school and community needs.

Educational Excellence - Focus on achievement, assessment and accountability in education. Encourages competition and rewards outstanding teachers, students, schools, etc. Popularized by the Reagan Administration. Critics see it as low cost, high visibility concept but with limited impact.

Educational Equity - Providing equal educational opportunities for minorities, disadvantaged, handicapped, women, and other "at risk" groups.

Students at Risk/High Risk Students - Term identifies growing group of students at higher than average risk of dropping out of school. Factors include ethnic changes, rise in poverty, increased drug use, teenage crime, teen unemployment and pregnancy, runaway and throwaway children.

Partnerships in Education - Cooperative endeavors between schools and corporations, businesses, civic organizations, universities, foundations, government agencies, etc. where formal arrangement is made to share human, material and/or financial resources with the object of promoting the interests of schools. Contends that business has a vested interest in contributing and even directing education, so students get skills needed for successful business performance.

Parental Choice/Open Enrollment - Parents and/or students choose school to attend regardless of district boundaries. A system thought to make schools more competitive. Choice has 3 components: 1) parental control over which school children attend, 2) parental influence on what is taught and how, 3) parental involvement in the school process.

Merit Schools - Authorizes grants to public and private schools that have made "substantial progress" toward academic achievement, reducing dropout rate, or creating a safe and drug free environment. A part of the Bush Administration's Educational Excellence Act of 1989.

Magnet Schools - Proposal by the Bush Administration to expand parental choice through federal support of magnet schools which offer a specialized academic or vocational curriculum or a "unique and effective learning environment."

Mastery Schools/Outcome Driven Education - Based on the theory that all students can succeed, and all individuals are capable of learning if the curriculum and instructional methods are appropriately structured.

Core Curriculum - Recommendations vary: many feel that minimum standards should be set at federal level for high school graduation. Many proponents also feel a stronger core curriculum is needed at the college and university level.

Vocational Education - Curriculum designed to prepare students for employment that does not require college. In current controversy proponents see this as a way to keep "high risk" students in school and give them useful job skills. Opponents argue this trains students with low-level and quickly-outmoded jobs, leaving them undereducated and underemployed, making a two-tier work force and keeping minorities and disadvantaged in a permanent underclass.

Home Schooling - Parents choose to teach children at home. Objections to school may be religious, or based on curriculum, class size, teaching methods, policies, etc.

Rural Education - Current issues involve low tax base, high teacher turnover, limited programs and opportunities, and travel time for students.

Urban Education/Inner-City Schools - Often have a high proportion of disadvantaged and at risk students, often substandard facilities and learning environment, teacher shortages and high drop-out ratio.

Master Teachers/Career Ladders - Generally seen as a three step ladder, with probationary teachers supervised by master teachers. Master teachers would be considered experts in the field, conducting workshops and providing direction for other teachers. Offers a career ladder for teachers.

Teacher Empowerment - Call for more professional and intellectual decision-making power given to the classroom teacher.

Multicultural Education/Changing Demographics - Between 1976-1984: Decrease in non-Hispanic whites (-15.4%), increase in Hispanic students (+28.2%), increase in Asian students (+85.8%). Issues relate to changes to meet the needs of this changing population.

LEP/Limited English Proficiency - Similar to ESL. Issues related to educating students with limited English.

Moral/Ethical Education - Instruction on fundamental rules of society, the nature of good and evil/right and wrong. Controversy as to its place in the school curriculum.

Whole Language/Literature Based Learning - A theory of education which seeks to understand how children become language users and create a setting to support oral and written language development using range of literary tools, including literature, not just basal readers.

Computer-Assisted Education - Programmed instruction using a computer as the principal medium of instruction.

Improving Math, Science and Geography Education - Includes recruiting teachers with expertise in these areas through cooperation with the private sector, through grants and loans for teacher recruitment and through alternative certification of teachers. Studies indicate that 70% of German, Japanese and Russian high school graduates are proficient in these areas, compared to less than 6% of U.S. graduates. A related issue is lower scores and fewer courses taken in these areas based on gender and ethnic differences.

Culturally Relevant Education/African-American Emersion Schools - These schools focus on the leaders, events and history of the minority population, to give minority students role models from their own culture and a better understanding of their racial history. Opponents see these schools as segregationist.

Middle Schools/Transescent Students - Separately organized and administered schools, designed specifically for the early adolescent learner. Often begins with grade 5 or 6. Tend to organize students and teachers into "teams" that relate to each other within smaller units than the total school population.

II. VOCATIONAL AND ADULT EDUCATION ISSUES

Distance Education - Alternative ways of offering courses to adult learners who may not live close to campus, or who do not have flexible schedules. Includes intensive once a week courses, weekend format or classes at various sites - not just main campus.

Lifelong Learning - Periodic retraining of workers due to job changes, advancement and changing technology.

Literacy - By some estimates there are 30 million functionally illiterate adults in this country. These adults need literacy skills both for employment and for advancement.

ESL/English as a Second Language - Teaching adult immigrants English language skills.

Changing Demographics - Need for higher education and adult education to change focus of teaching due to fewer number of high school students entering college, while more adults are re-entering to upgrade skills.

III. ADMINISTRATION ISSUES

Budgeting - Current issues emphasize gaining grant and foundation funding, and seeking support through partnerships with private industry.

Accountability - Accesses outcome of programs to measure success of schools. Encourages competition between schools for funding.

Public Relations - Publicizing what schools are doing to gain community support and compete for grant monies.

Women and Minorities in Administration - Studies on the gaps and under-representation in this area, and perceptions of women and minorities as administrators.

Privatization of Education - Theory that education would be more effectively and competitively handled by the private sector, for profit.

Teacher Recruitment and Retention - Issues include competitive salaries, opportunities for advancement, increasing minority representation, increasing knowledge in math and sciences, and empowerment.

IV. HEALTH, PHYSICAL EDUCATION AND EDUCATION ISSUES

Drugs and Alcohol - Developing programs for awareness and prevention.

AIDS Education - Awareness and prevention programs.

Steroids and other drugs in Sports - Studies of usage and effects, especially in high school and college sports.

Sports Medicine - Scientific approach to athletic training and injury prevention through medical technology.

Physical Fitness - Issues for all ages. In elementary and secondary schools concerns that physical education has been downgraded in the curriculum and that children are less active due to increased T.V. viewing. In adult education, developing age appropriate nutrition and exercise programs for lifelong fitness.